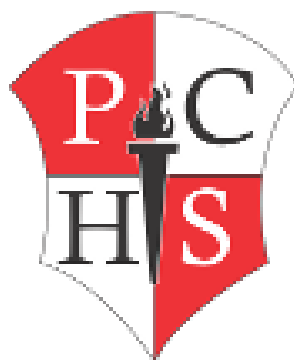




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Pencader Formal Review Committee

Pencader Business and Finance Charter High School

Final Report

December 21, 2012

December 20, 2012

From: Frank J. McIntosh, President, Pencader Charter HS Board of Directors

To: Charter School Accountability Committee

Subject: Formal Review – Pencader Business and Finance Charter High School

I am writing to you to provide a backdrop from the school regarding the preliminary report we received from you on December 6, 2012. As you may know, I was elected to the position of President on November 11, 2012 and have been on a sharp learning curve ever since. Let me state unequivocally that I expect Pencader to become the school everyone hoped it would be when it first opened its doors.

Based on my initial findings, it seems clear to me that the issues at the school revolve around its leadership both at the board and staff level. In the paragraphs ahead, I expect to allay any concerns you may have about this record of mismanagement and lack of effective, consistent leadership. Along with the team I am assembling, we will transform this school into one of the top schools in our region. We will achieve the objectives of high standards with a focus on Business and Finance. Future reviews will be about how other schools can emulate the leadership Pencader demonstrates.

First, let me tell you a little bit about myself. I had a career spanning 36 years with Junior Achievement, the last 25 here in Delaware as the President and CEO before retiring in 2008. Focusing just on that time period, our organization received numerous accolades for performance including being named one of the 1,000 Points of Light in President Bush's, (the elder) administration. We received additional awards for outstanding achievement in strategic planning, fundraising, innovation and workplace practices. We consistently raised 5 times the national average per capita in fundraising and were named one of the top performing JA organizations in the country several times, achieving the Platinum Summit Award for consistently meeting or exceeding rigorous standards of performance for more than 10 years in a row.

I was asked to provide consulting and training services for many of my colleagues across the country in areas of strategic planning, board/staff development, and fundraising. With a partner I trained our entire national staff in Customer Focus standards and delivery. I assisted Junior Achievement International in opening operations in Ireland, Western Africa, the Middle East and Central Asia.

I have been involved in virtually every school reform committee in Delaware dating back to Re: Learning in the 1980's, to today's Vision 2015. I was president of the Delaware State PTA and served on the organization's National Board. I served on the selection committee for State Superintendent and chaired numerous committees for the Christina School District over a 25 year period including Chair of the first Financial Review Committee after the district had accumulated a 17.5 million dollar deficit. Our committee played a major role in extricating the district from financial disaster.

In 2008 I was inducted into the Delaware Business Leaders Hall of Fame.

After retirement I wrote a book published by Cengage called *The Relational Leader, A Revolutionary Framework to Engage Your Team*. The book was picked up by Cengage's international division and published in Italy in February 2012. I rejoined the workforce this January and currently serve the Jefferson Awards for Public Service, a national organization formed in 1972, as its Chief Operating Officer and Managing Director.

I am joined on the Pencader board by Dr. Daniel Young as Vice President. Dr. Young is a lifelong Delawarian whose family roots stretch back four generations. There is a tradition of educators throughout the family tree creating in him a high degree of dedication to high standards and performance in our public schools. He served on many boards including Trustees of Color, Inc. where he served as President and CEO, Delaware Theatre Company, Western Family YMCA and the Metropolitan Wilmington Urban League. Dan is a member of the Wilmington Rotary Club where he served the Community Service Project with Delaware Futures and presently serves as Vice Chairman of the Membership Committee. Currently, he is an Assistant Professor in the Doctor of Business Administration program at Wilmington University and an adjunct professor of Entrepreneurial Marketing the University of Delaware. He has expertise in strategic and business planning and is totally dedicated to transforming Pencader.

Elected at the December 10, 2012 board meeting were two new members. Mr. Fred Dawson, ChFc, CLU is Executive Vice President of the firm Bassett, Dawson & Foy, a comprehensive wealth management company. He has been recognized multiple times for his business expertise and his community involvement. Mr. Dawson has been involved in community service as a board member and officer in such organizations as the New Castle County Chamber, People to People International, Masonic Home of Delaware and the Wilmington Western Railroad. Currently he serves on the board of The Grand Opera House, the Delaware HIV Consortium as Vice President and is a member of the Finance Committee of the Delaware Community Foundation. He is a distinguish Rotarian and a thirty-second Degree Mason. He has appeared on many financial news programs including CNBC's Money Talk and Financial News Network's Financing Your Future. Mr. Dawson is an accomplished musician and founder of Club Phred, a classic rock band that has raised millions of dollars for local charities over the years.

Also elected was Dr. Jacalyn Beam. Dr. Beam's distinguished career includes time as a staff development specialist in the Baltimore County Public Schools and an Adjunct Professor at Loyola University in Maryland. There she developed and taught graduate level courses for administrators and teachers, receiving the highest level of evaluation from both students and professors in all classes. She holds an Advanced Graduate Certificate from the University of Maryland, College Park in Policy Studies which included research in such areas as Curriculum and Instruction, Site Based Management, School Based Finance, and Organizational Decision-making among others. Her dissertation was entitled: *Autonomy in Delaware Charter Schools, Principal's Perceptions and Practices*. Currently she serves as a music educator in Christina School District. She serves on the National Coalition of Arts Education Consortium and helped develop the performing arts standards for Delaware. This multi-talented individual is rated as one of the top 100 Plein Air artists in the mid-Atlantic region. She serves on several boards including the Chaddsford Historical Society and the Mid Atlantic Plein Air Association.

To insure that our board is fully and properly constituted, we have distributed a Unanimous Written Consent of the Members and Directors to all directors. This measure will serve to accept the resignations of members Kimberly Clemmons and Charles Evans. They will be replaced by Rebecca Faber, President and CEO of the World Trade Center, Delaware who will also assume the responsibility of Treasurer. Ann **[Jay has pointed out that this should be “Rebecca” rather than “Ann”]** serves on several boards including Port of Wilmington Maritime Society and the New Castle County Economic Development Council. Under her guidance, the World Trade Center has experienced substantial growth. Also elected will be Ms. Ann Terranover, Chair of the Business Department at Pencader who will become the Teacher Representative on the board. Being a Business and Finance School makes it imperative that the Business Department have representation on the board. Ann had a long and successful career in banking in Private Banking at PNC Bank. She holds a Master’s degree in Education from Wilmington University and an Undergraduate degree in Finance and Economics. Finally, the Consent will name current board member Jay Anderson as the Secretary of the board. We are excited about these changes and the new opportunities they present to our school community.

The initial plan regarding board and committee resources is to identify additional members of the community with specific expertise that we can apply to our circumstances. Between the six newly elected members, other board members – proposed and sitting, our legal team, faculty, parents and community members we will reach out to engage the greater community in our cause. The Marketing, and Strategic Planning committees of the board held their first meetings on Monday and Wednesday of this week respectively.

Many of us on the board have significant influence and history within the business sector. We firmly believe that between our connections and our passion for this cause we will be successful in attracting outstanding individuals to stand with us in the transformation of Pencader.

To begin, we are contracting a noted, lifelong Delaware educator, Steve Godowsky to conduct a Charter School specific training session for the board. Steve will discuss with John Carwell what he perceives as the important points that must be communicated to the board. I will confirm with Steve that he is comfortable in delivering the content required. If this is the case, we will go forward with the session(s). If not, we will secure another individual who is capable. All board members will comply with the background check requirements of the state. It is our intent to comply with all recommendations put forth by the committee in a timely fashion. It must be said that some actions require time to do them right. For instance, an effective strategic plan is not crafted overnight. The talent that we have recruited to the board is fully capable of constructing an effective plan with a exciting vision and we mean to do so.

Based on my background, we will institute the Board Development model I have presented around the world, called Boards without Borders. The essence of this model is the development of a comprehensive strategic plan that focuses on a compelling vision. From this vision, Strategy Drivers are created to achieve the objective; usually these will number 4 or 5. Committees will be formed from the strategic planning group and other interested parties that are focused on the Strategy Drivers.

Ultimately, everyone in the organization is focused on the vision and usually, it is achieved long before its projected completion date. The model has many more dynamics, but this is its essence.

Charter Schools should strive to model different behaviors that achieve greater results than regular schools. Pencader will live up to this challenge. When we do, we will share our results and help other schools understand how they can achieve the same.

To achieve this we will look towards a different leadership structure at the staff level. If approved by the board we will split the Head of School role into two separate positions. One will be the educational leader and the other, the operational leader. Titles will be determined. Essentially this will allow the education person to concentrate on educational issues such as staff development, pedagogy, student performance and the like. The operations person will take care of administrative tasks such as the building, ordering supplies, and overseeing the custodial and lunchroom staff. There is a strong sense that this model will create much greater efficiencies in both areas. Ultimately, the customer, our students will be the beneficiary. While there is much to be done before we can implement such a strategy, this is an example of the kind of thinking we will employ to make Pencader the best.

I believe in transparency. Therefore, I am committing myself and asking other board members to spend time at the school talking to students, staff, and parents to understand their issues and point of view. For instance, I am scheduling a meeting with the Business Department in early January to learn about the needs and concerns and where their strengths lie. I will do this with every department in the school.

There should be a community of learning to which each affected individual is committed. The vision that we create must be compelling and embraced by the preponderance of stakeholders. The board must act as the leaders and cheerleaders in this effort and gather the forces to our side.

From our conversations we will ascertain the strengths and weakness of our learning community from the eyes and minds of the primary stakeholders. This information will be analyzed and acted upon. I expect we will make decisions relative to curriculum, administrative practices, transparency, and a host of other potential issues. All will be focused on our students and their success after graduation from Pencader Charter.

In conversations I will stress trust as the number one ingredient in our success. My book places a major emphasis on what I termed "The Building Blocks of Trust". These building blocks include consistency, fairness, listening, observing, doing what you say, admitting mistakes and taking action to insure that the mistake is not repeated, among others. In an environment such as this trust is created. A trusting, committed team can do just about anything.

We will engage the business community through our many associations to join the Pencader community and provide for our students with real world experience that will separate them from other students. We will engage community organizations like Junior Achievement, Jefferson Awards for Public Service, colleges and universities, and others to join with us to challenge our students to be the best. Our students will understand how to think and to ask why. They will understand that the boundaries that they set are barriers of their own creation, not ones imposed upon them.

The atmosphere we will create at Pencader is one where students understand that they are 100% responsible for their own success. Their support systems, i.e. the board, staff, teachers, parents, and community only exist to provide them with the atmosphere and tools that they need to succeed.

I ask you to give Pencader Business and Finance Charter School the opportunity to become what it is capable of being with the right leadership. We will not fail. All we need is the time to gather the pieces together that will take the puzzle we were handed, employ our new found resources and create the solution that we all want to see. In our view, time is of the essence. We will work diligently to achieve our objectives with speed tempered by thoughtful evaluation.

CRITERIA 1: GOVERNANCE AND ADMINISTRATION

* FOIA Complaints (See attachment – FOIA Complaint, FOIA Board compliance)

*Tax Exempt Status has been re-filed for on December 19, 2012.

TAX EXEMPT STATUS

From: Ed Fronczkowski [efronczkowski@Maillie.com]

Sent: Thursday, December 20, 2012 10:27 AM

To: Willoughby, Barry M.; Steven Quimby

Subject: RE: Pencader tax exempt form

Hello

This e-mail is to confirm that the form 1023 was sent to the IRS via Fedex yesterday afternoon. The details and tracking # are shown below. I will also mail a hard copy of the filing to the school.

Ed

12/19/2012

INTERNAL REVENUE SERVICE

EXTRACTING STOP 312

201 WEST RIVERCENTER BLVD. COVINGTON KY 41011 US

Tracking #: 794348433513

IRS CIRCULAR 230 DISCLOSURE: Pursuant to Treasury Regulations, any tax advice contained in this communication (including any attachments) is not intended or written to be used, and cannot be used or relied upon by you or any other person, for the purpose of (i) avoiding penalties under the Internal Revenue Code, or (ii) promoting, marketing or recommending to another party tax advice addressed herein.

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BOARD TRAINING

* As the current Administration and Board Members are all unaware of the intent to use the Baldrige model, we have not proceeded with purchasing it. At the present time, we have distributed the initial questionnaire entitled: *Are we making progress as leaders*. After the Board has had time to become acquainted with the school and permanent administrators are hired, we will complete the survey and self assess our leadership team. At that time we will decide whether to proceed with this system or seek other options. Our president Frank McIntosh and the rest of the Board is committed to improving all processes in which the school is engaged. Baldrige is certainly one to consider. Mr. McIntosh has experience in the model as Junior Achievement, under his leadership, oversaw the operations of the Delaware Quality Award for several years. The DQA is based on the Baldrige model. Our first objective will be to create a new vision through a thorough strategic planning process, engage the stakeholders and then, at a later date, survey the stakeholders to determine how we are doing.

This program incorporated parts of the Baldrige Model to assist leaders in developing quality characteristics and establishing high standards. Mr. McIntosh is very knowledgeable of the competencies and accountability measures required for high performing schools, such as, Leadership; knowing the employees, mission and goals. Strategic Planning; how Pencader will meet the goals and vision of the school. How do teachers know if they are making progress with students academically, is the organization meeting the outcomes in a standard expected. Measurement; how does the school measure for success, proficiency, compliance, satisfaction. Focus; how does the staff work as a team, does the board intervene, or govern, are the employees committed to the goal and mission. Operations; Do the employees have resources, comfortable work environment. Results; how do we measure the results, have the goals, mission and vision been met, or is in the process of being met, how do we measure the success of our students. (See attachment – Baldrige Model Survey)

*Board training has been coordinated with Steve Godowsky and will include Training on the Citizens Budget Oversight Committee, finance and competencies of high performing Boards:

Leadership

Strategic Planning

Student Focus

Measurement and analysis

School mission

Operations

Results

This training has not yet been scheduled, however it has been discussed with the board and Steve.

PENCADER HIRING PLAN FOR NEW ADMINISTRATORS

The Board of Directors proposes to change the organizational structure of Pencader Business and Finance Charter High School to meet the specific needs and responsibilities of the school as a business. (See attached Organization Chart)

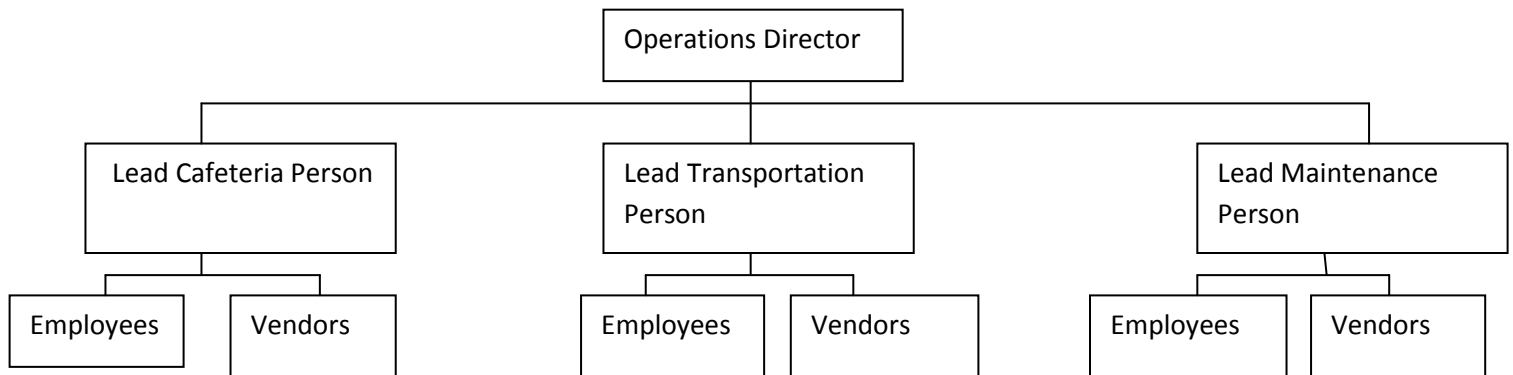
Under this model, the two directors; Operations and Academic, will have sole responsibility of their specialty areas. Each Director will have a group of teams directly related to that mission.

The chain of command will be identified and made clear to all employees at Pencader. Each area will be accountable for their support and high quality product.

For instance:

- 1) The Operations Director will oversee the operations of the Cafeteria and the staff.
- 2) The Lead Employee in the cafeteria will report to the Operations Director and attend the monthly operations staff meeting.
- 3) The other employees in the cafeteria will report to the Lead Cafeteria Employee, and the Lead Cafeteria Employee will conduct Cafeteria meetings within that specific area.
- 4) All members will be better accounted for and the quality of product should rise.

This process and plan will be implemented throughout the entire operations of the school academically and business.



In following this plan of action, we have prepared two job announcements that will be posted for national review through Monster.com. We hope to find the best qualified person for each of the needed positions.

Resumes will be accepted for a period of two (2) weeks of the announcement date. Resume will be reviewed as they arrive, and eliminated based on a rubric of required qualifications. At the end of the two week period, the remaining applications will be scored, again based on required

qualifications the Board has deemed high priority. A short list will be compiled of qualified applicants and interviews will be scheduled via Skype or in person. The hiring committee will consist of two board members, a teacher and a parent member, as per the Pencader Board Hiring Policy. (Attached) With the exception that the Board will be hiring both Head of School and Assistant Head of School since neither position is currently filled by a permanent individual. For this reason there will be more Board members participating in this search.

As candidates are interviewed, members of the hiring committee will score each individual based on a rubric, comments will be added and each members form will be placed in the candidates file. At the end of the interview process each candidate file will be discussed using the information collected. A final individual will be selected at this time. The committee president will contact the selected individual and present the conditions of the position, making the final offer for acceptance. (See attachment – Organization chart)

ACADEMICS DIRECTOR

Minimum Education Requirements: Bachelors Degree in Education or Subject, experience in Curriculum and Assessments. Minimum of three years administrative experience and 3 years secondary classroom experience. Candidate should have concentrations, research, and/or experience in:

- Curriculum design
- Assessment needs, use, creation, and analyzing
- Professional Development
- Working knowledge of Delaware standards and student performance expectation of DOE

Reports to: Pencader Business and Finance Charter High School Board of Directors

Job Summary: The Academic Director is a member of the school's leadership team and is an educational and moral role model to our students and faculty. The Academic Director will be the reporting authority for all academic leaders as described in the organization chart. This individual will be responsible for increasing the academic performance of all students through continued support and training of all teachers. The Academic Director will report to The Delaware Department of Education on a regular basis and attend all academic training required by such. This individual will be responsible for the coordination of DCAS, assisting with class scheduling, graduation ceremonies, and other duties as they are needed. Some of the responsibilities include, but are not limited to:

Responsible for the direction, coordination, and supervision of the Academic Operations and build a shared vision for academic excellence. Possess and demonstrate a moral and ethical compass that sets a tone for the rest of the Pencader community while promoting the mission of the school as an outstanding Business and Finance School.

REQUIREMENTS FOR THE POSITION INCLUDE:

Leadership:

- *Experience in the supervision of academic faculty members
- *Fosters a culture of academic excellence
- *Mentors new teachers
- *Coordinates departmental and other academic meetings
- *Serves on the Administrative Council and Education Committee of the Board of Directors

Academic:

- *Thorough knowledge of Delaware curriculum/core standards and requirements for secondary school education
- *Proficiency in curriculum development, assessment creation, use and analysis
- *Understanding of current trends and best practices in education
- *Collaborates and implements academic planning and policies
- *Gathers and analyzes data on student achievement
- *Implements professional and curriculum development
- *Organizes and administers DCAS testing, collects materials used
- *Prepares yearly curriculum guide and coordinates the course selection procedures

General Knowledge

- *Coordinates and submits budget for the academic program
- *Expands affiliations with institutions of higher education, business and non-profits to further academic goals
- *Maintains all compliances with DOE
- *Communicates with parents regarding student academic progress
- *Promotes individual student success
- *Supervises and evaluates teachers, student counselors, and other academic staff.

Parent Communications:

- Responsible for working with the Family and School non academic committees to build the school community and implement fundraising endeavors
- Responsible for developing positive and appropriate relationship with the students and parents and front office staff
- Responsible for making appropriate use of parent volunteers

Strategic System Growth:

Measure the progress that Pencader is making towards developing a reputation in the community for academic excellence through data collection on student academic growth rates, increased DCAS scores, turn-over and mobility; family conference attendance rates; teacher attendance rates and turnover; public relations and student enrollment; and strategic planning goals.

Student Recruiting and Retention:

- Responsible for recruiting goals and methods
- Responsible for maintain a positive school climate
- Responsible for open enrollment, open welcome policies and procedures
- Responsible for approving all recruiting materials
- Responsible for meeting with outside parties to promote the school
- Responsible for overseeing the management of student records

Daily Functions in Academics;

Responsible for the success of each area through oversight in:

- * Learning Support
- * Teaching Staff
- * Mentors
- * Nurse
- * Athletics
- * Extra-Curricular
- * Instructional Specialists
- * Interventionist
- * Student Counselors
- * Students

Other Position Requirements:

This is a twelve-month position that will require more than 40 hours per week, on an at-will employment basis. The Academic Director is required to be on-campus from 7:00am a.m. to 4:00 p.m. during the school year (hours may change during summer months), with the exception of lunch time and the addition of staff and board meetings, and any applicable off-campus meetings or trainings during or beyond the regular school day. No extended travel will be required. Local travel will be required from time to time.

Compensation and Benefits Available:

Starting Salary is determined based on education and experience.

OPERATIONS DIRECTOR

Educational Requirements: Bachelor's Degree or equivalent experience

Candidate should have concentrations, research, and/or experience in:

- Accounting (preferably school "fund accounting")
- Human Resources
- Marketing

Position Start Date: TBA **Pay Periods:** bi-weekly

Reports To: Pencader Business and Finance Charter High School Board of Directors

Job Summary: The Operations Director is entrusted with the financial records, marketing plans and operation of the school. This includes the maintenance of *confidential* school records of

students and finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the educational system and the Delaware Department of Education. Within these broad areas, and working within the educational and administrative structure of Pencader Charter School this position will include, but not limited to the following responsibilities:

Responsible for the direction, coordination and supervision of the Finance and Operations of the school, building a shared vision for operational excellence.

Possess and demonstrate a moral and ethical compass that sets a moral and ethical tone for the rest of the Pencader community. Promote the concept of the schools mission as an outstanding business and finance school.

Financial

Finance and Accounting ~ Supporting the Board of Directors in the following:

- Responsible for developing the annual budget and managing revenue and expenditure targets
- Responsible for payroll plans
- Responsible for collection of fees, fund-raisers, etc.
- Responsible for the school's financial records
- Responsible for reviewing and approving all payables
- Responsible for directing the cash management function
- Responsible for providing appropriate reports of the school's financial condition for use by the Board of Directors, State and Federal Governments, and third-party auditors.

Development:

- Responsible for supporting the development plan and process
- Responsible for supporting all grant submissions and financial sections
- Responsible for developing marketing materials
- Responsible for public relations plans and releases
- Responsible for developing major fundraising projects
- Responsible for personally assisting with fundraising contacts.

Administration:

- Responsible for ensuring appropriate decorum in the front office and supporting such throughout the building
- Responsible for maintaining a secure and safe front office
- Responsible for supporting scheduling and logistical processes
- Responsible for supplying parent communication channels (newsletter, message boards, etc.) from the front office.

Human Resources:

- Responsible for the maintenance of accurate office records, including personnel files, with full confidentiality as appropriate and required by law
- Responsible for providing faculty contracts as instructed by The Board of Directors
- Responsible for implementing Benefit Administration and contributing ideas for the improvement of benefits for faculty and staff.

Facilities:

- Responsible for the supporting the maintenance of the building and grounds
- Responsible for maintaining a safe, comfortable environment in the front office
- Responsible for supporting the Board of Directors in planning and managing the effective use of the facility including after school and summer programs as well as rental opportunities
- Responsible for supporting the Board of Directors in planning for future improvements of the facilities.

Management Information System:

- Responsible for supporting the school website
- Responsible for supporting the installation and use of appropriate software for the educational process and Administration
- Responsible for supporting the flow of information between the school and Delaware Department of Education.

Daily Functioning Areas

-Responsible for the oversight of:

- | | |
|-----------------|----------------------|
| *Transportation | * Grants Coordinator |
| *Cafeteria | * Office Staff |
| *Custodians | * Human Resource |
| *Maintenance | * Vendors |

Customer Satisfaction measures the degree to which the Pencader Business and Finance program is creating positive relationships with students, families, staff, and the community.

Parent Communications:

- Responsible for working with the Family and School non academic committees to build the school community and implement fundraising endeavors
- Responsible for developing positive and appropriate relationship with the students and parents and front office staff
- Responsible for making appropriate use of parent volunteers

Strategic System Growth measures the progress that Pencader is making towards becoming a solid program with a reputation in the community for excellence, and includes data on student attendance rates, turn-over and mobility; family conference attendance rates; teacher attendance rates and turnover; public relations and student enrollment; and strategic planning goals.

Student Recruiting and Retention:

- Responsible for recruiting goals and methods
- Responsible for *open enrollment*, *open welcome* policies and procedures
- Responsible for approving all recruiting materials
- Responsible for meeting with outside parties to promote the school
- Responsible for overseeing the management of student records

Other Responsibilities:

- Responsible for ancillary operations such as summer program, after school programs, food program, etc, as needed and appropriate.

Physical Requirements: This job requires a high activity level that includes movement throughout the building; active involvement with student activities; support for janitorial tasks as needed (including things such as cleaning tables, vacuuming, and light lifting of boxes with classroom materials); frequent work with a computer keyboard, monitor, and other visual technology; and may include personal contact with children.

Other Position Requirements:

This is a twelve-month position that will require more than 40 hours per week, on an at-will employment basis. The Operations Director is required to be on-campus from 7:00am a.m. to 4:00 p.m. during the school year (hours may change during summer months), with the exception of lunch time and the addition of staff and board meetings, and any applicable off-campus meetings or trainings during or beyond the regular school day. No extended travel will be required. Local travel will be required from time to time.

Compensation and Benefits Available:

Starting Salary is determined based on education and experience.

Benefits include dental insurance, health insurance, State Employees Retirement, Professional Development opportunities, holidays, sick leave, and vacation time.

Board policies for hiring and selecting?

All administrative positions will be selected using the same format the Board has approved for teachers. However, the Board of Directors will have direct oversight and involvement in the process. A minimum of one Board member, a parent member and the Head of School or Assistant Head of School (considered as administration) will collaborate to choose the top candidates for interviews. The Board member, parent member and administrator will

participate in the interview process using the unified form, rubric and pre-determined questions. The top choice will be directed to the Board of Directors for the final decision.

*Typically, candidates will submit resumes or applications to indicate interest in instructional positions. These should be forwarded to Head of School. After the Head of School receives a candidate's information, he/she will "paper screen" the candidate using standardized criteria including previous teaching experience, GPA, extra-curricular involvement, educationally related volunteer experiences, student teaching grades, advanced degrees, multiple certifications, Praxis scores, letters of recommendation, and academic awards. The Head of School will then assign one of the following ratings to each candidate based on paperwork submitted: (0) Unsatisfactory (1) Average (2) Above Average (3) Excellent. **Tracking** Each candidate will be tracked. The following information will be entered: date resume/application received, candidate name, area(s) of certification, and rating assigned by Head of School. Candidate's application materials will be filed by certification. In the event that a candidate has dual certification, a copy of that candidate's resume will be placed in each applicable certification file. Without certification, candidates will be filed alphabetically. Application materials will be retained for two years.*

FILLING A POSITION

Recruiting *When an instructional position opens, Human Resources will review the applicant files. If there are too few applicants on file, The Head of School may contact universities, refer to other agencies or place employment advertisements on the school web site to recruit candidates.*

The School Paper Screen *When a vacancy occurs, The Head of School will organize a file of all candidates rated "3" (Excellent). In the case where there is not an adequate number of "3s" to examine, candidates receiving a "2" (Above Average) rating will also be included.*

The Head of School will review the paperwork and will identify the top candidates to be interviewed. At this time, if any of Pencader Directors has identified a strong candidate not included in the packet at the Head of School Office (i.e. a substitute teacher or student teacher that he or she has observed), the Encoder Director should make Human Resources aware that he/she wants this candidate to go through the same interview process as other candidates. Permanent building subs who meet the criteria can also be interviewed.

THE INTERVIEW PROCESS *Top candidates will be scheduled for screening interviews by the Head of School. The interview team will consist of a minimum of: the Head of School, the subject teachers, and one Grade Level Teacher. Candidates will also provide any missing application materials at this time. (Hiring committee for Administrators will consist of the follow however at least one parent member will also be present.)*

During the interview process, all candidates for the same position will be asked the same questions and all interviewers will complete a standardized rating sheet for each candidate. Following the interview, candidates may be scheduled to "teach a class" activity to provide an opportunity to observe a candidate's teaching ability. The candidates may also be asked to complete a writing sample. After the interviews are completed, the participants will share their feelings and ratings with one another and choose the "top" candidates. All rating sheets will then be forwarded to the Administrative Team for their recommendation.

After the top candidates have been selected, the Head of School will review references from the top candidates' present and former immediate supervisors. References will be documented on the appropriate form. References will be checked by the Head of School. Upon successful completion of this process, the Head of School will offer the position to the candidate, contingent upon Board approval.

Candidate Response *All interviewed candidates not selected for the position will receive a personalized letter signed by the Head of School thanking them for their interest and letting them know that the position has been filled. This letter will be sent as quickly as possible after the successful candidate is approved by the Board.*

Board Approved November 12, 2012

(See attachment - Board Structure)

BOARD RESUMES

Frederick J. Dawson, ChFC, CLU

Biography

Occupation: Wealth Manager since 1980, Executive Vice President of the firm Bassett, Dawson & Foy, Inc.,

(a Registered Investment Advisor) specializing in comprehensive wealth management.

Personal: Married to Louise, 2 Sons, Adam and Brian, 2 grandchildren, resided in Delaware since 1957.

Education: Chartered Financial Consultant (ChFC); Chartered Life Underwriter (CLU); financial designations awarded by the American College of Bryn Mawr, Pa.

Member Organizations:

National Association of Insurance and Financial Advisors

New Castle County Association of Insurance and Financial Advisors

Past Vice President of The New Castle County Life Underwriters

Past Chairman of the Financial Planning Committee of New Castle County Life Underwriters

Past Life Underwriter Training Council (LUTC) Moderator for Financial Planning Skills

Past President of The Delaware Chapter Of The Society Of Financial Service Professionals

Past President of the Optimist Club of Wilmington

Past Member of the Wilmington Western Railroad Board

Past Member of the Board of Managers of the Masonic Home of Delaware

Past President of The Brandywine Region Antique Automobile Club Of America

Thirty-second Degree Mason

Past Vice President of Finance, Delaware Chapter of People to People International

Member of First Presbyterian Church of Newark

Past Member of the Stewardship of Accumulated Resources (SOAR) Committee of The New Castle Presbytery

Past President of The Newark Rotary Club (evening club)

Charter Member of The Newark Rotary Club (morning club)

Past President of The Newark Morning Rotary Club

Past Chairman of The Ambassador Committee for the New Castle County Chamber of Commerce

Past President of the Kennett Symphony Orchestra

Past Presenter of CHOICES Program to high school and middle school students

Past President of the Board of Directors of The Christina Educational Enrichment Fund

Member of The Board of The Grand Opera House

Vice President of Delaware HIV Consortium

Past Board Member Arts Consortium of Delaware

Finance Committee Member Delaware Community Foundation

Founder and Hammond B-3 Organist/member of 60s & 70s Rock & Roll Group "Club Phred"

Presentations: Rotary, Kiwanis, Lions, Optimists, Masons, New Castle County Board of Realtors, YMCA,

Delaware Paralegal, Wilmington Tax Group, Delaware State Hospital, Newark Senior Center, Estate

Planning Council of Delaware, physicians groups, The Academy of Life Long Learning, National Association

of Federal Retirees , New Castle County Chamber of Commerce, various investment clubs, high schools and

others.

Appearances: CNBC's "Money Talk", Financial News Network (FNN) "Financing Your Future", TV-12 News, various radio financial news broadcasts, Suburban Cable First State News "Wall Street Week Report"

Columnist: The Women's Journal, News-Journal, Delaware Business Review, New Castle County Chamber of Commerce's "Small Street Journal", New Castle Business Ledger, Delaware Trial Lawyers Magazine "The Advocate" Car Collector Magazine, Associated Builders and Contractors Newsletter, Builder and Contractor National Magazine, Family Times, Newark Post, Windplayer Magazine and appeared in Delaware Today Magazine as well as many other publications.

Awards/Honors:

Part of Feature Story of Delaware Financial Advisors, Delaware Today Magazine, Dec. 08 issue

Jefferson Award for Public Service, Certificate of Excellence for Outstanding Community Service (2008)

Charles B. Palmer Award Recipient (2006) awarded by the New Castle County Association of Insurance and

Financial Advisors

Rotarian of the Year (1996-1997) awarded by The Newark (evening) Rotary Club

Rotarian of the Year (2001-2002) awarded by The Newark Morning Rotary Club

State of Delaware Senate Tribute in 1999 for "long and distinguished record of service to his community, his county, his state and his region."

State of Delaware House of Representatives Tribute in 2003 "Commendation"

Highest Award For Achievement awarded by Dale Carnegie Training

Chairman's Council Member; Raymond James Financial Services

President's Council Member; Raymond James Financial Services

Leader's Council Member, Raymond James Financial Services

Auditor for Miss Delaware Pageant

Performed with Legendary Saxophonist Boots Randolph four times; twice at The Grand Opera House

Performed with rock stars, Mickie Dolenz (The Monkees), Mark Farner (Grand Funk Railroad), Spencer

Davis (Spencer Davis Group), Roger Daltrey (The Who), Horn Section of Late Night with David

Letterman TV Show and many others

Recipient of The New Castle County Chamber Of Commerce "2003 Entrepreneur Of The Year" Award

One of "19 successful, skilled, financial advisors" as written in 2004 book "The Trust Equation" by Steven Drozdeck and Lynn Fisher

Bassett, Brosius & Dawson awarded with "The News Journal's Reader's Choice of #1 Investment Firm" 2004, 2005, and finalist for 2006 and 2008.

Club Phred has helped to raise in excess of \$2.5 million for various charities (American Cancer Society, March of Dimes, Boys and Girls Clubs, Autism Society of Delaware, Upper Bay Counseling, Christina Educational Enrichment Fund, Grand Opera House, to name just a few) since 2004.

Club Phred has also been awarded News Journal's Reader's Poll of "#1 Local Band for 2004, Finalist Band

2005, 2006 and winner for 2007" and Best of Delaware "#1 Local Bar Band 2005" Go to www.clubphred.com

Hobbies: Music, antique and classic autos, working with youth

Securities Offered Exclusively Through:

Raymond James Financial Services, Inc.

Member NASD/SIPC

Frank McIntosh

Frank's 36 year career with Junior Achievement was capped with his induction into the Delaware Business Leaders Hall of Fame in 2008. Since its inception in 1990 the Hall recognizes those business individuals who represent the highest standard of professional performance and ethical decision making. Over the past two decades the selection committee has considered and admitted only those whose accomplishments are so great that they changed the landscape of the Delaware business world.

His career with Junior Achievement included stops in Boston and Denver before settling into Delaware where he served as President and CEO for 25 years. The Delaware operation included surrounding counties in New Jersey and Maryland. During his tenure the organization enjoyed one of the deepest market penetrations in the country and consistently exceeded the national average on per capita fundraising by 5 times.

JA Delaware was regularly recognized for excellence including awards for workplace practices, strategic planning, innovation, and program development. The organization was recognized with the National Point of Light Award in 1991, the Platinum Summit Award by JA Worldwide in 2008 for its continued excellence, and several Peak Performance Awards distinguishing it as one of the top performing JA franchises in the country.

Outside the JA Delaware organization he assisted in the launch and provided board, personnel and fund development for Junior Achievement operations in Ireland, Cote d'Ivoire, Benin, Uzbekistan, Oman, United Arab Emirates, and Bahrain in addition to numerous individual JA franchises across the United States including the National Headquarters operation.

He served his community diligently particularly focusing on education and the school reform movement. He served as President of the Delaware State PTA and on PTA's National Board, Chair of the Governor's Mentoring Commission, a member of the Advisory Council for the College of Business at Delaware State University, and as Chair of the Financial Advisory Committee for the state's largest school district. He is known for his vision, passion, dedication, and performance.

His book, *The Relational Leader* was published by Cengage in March 2010. It was based on his lifetime of experiences placing the people first and achieving effective results. The book was translated and published by Cengage's international division in February 2012.

In January 2012, Frank came out of retirement and joined The Jefferson Awards for Public Service which is noted for its recognition of outstanding individuals both at the grass roots level and national hero's. Today the organization is focusing on youth by engaging, training and measuring impact on student lead projects so as to encourage a greater rate of public service and volunteerism in America. He serves as their Managing Director and Chief Operating Officer.

Dan Young

Dr. Dan Young is a fourth-generation Wilmingtonian who prides himself being committed to education and empowerment in his community. He is the past President and CEO of Trustees of Color, Inc., a non-profit organization that seeks to increase diversity on non-profit Boards of Directors. He is also co-founder and managing principal of Civitas Partners LLC, a wealth management financial services firm in Wilmington. Dr. Young received his Bachelor's degree and Master's degree in Marketing from the University of Delaware's Honors Program and his Ph.D. in Marketing from Temple University. As a person who values education, Dr. Young is an Assistant Professor in the College of Business at Wilmington University and also teaches Entrepreneurial Marketing as an adjunct professor at the University of Delaware. Dr. Young has served on the Boards of many local organizations, including the Delaware Theatre Company, the Western Family YMCA, the Metropolitan Wilmington Urban League, The First Tee of Delaware, and the Gamma Theta Lambda Education Foundation. Dr. Young is also a founding member of the African-American Empowerment Fund of Delaware (AAEFD), the Leadership Delaware Advisory Board, and the New Castle Chapter of the National Pan-Hellenic Council. On a weekly basis, Dr. Young is a member of the Wilmington Rotary Club, has chaired their Community Service Project with Delaware Futures and currently serves as Vice-Chairman of the Membership Committee. Dr. Young lives with his wife and three children in Middletown, Delaware.

Rebecca Faber

EDUCATION

Bachelor of Arts	1997	Political Science/International Affairs Concentration	<input checked="" type="checkbox"/> Gettysburg College,
Gettysburg, PA			
Continued Education	2011	Fellowship	Leadership
Delaware			
	2012	Project Management	University of
Delaware			

PROFESSIONAL EXPERIENCE

WORLD TRADE CENTER DELAWARE, Wilmington, DE 1998 to Present

President/CEO, 2009 to Present

Executive Director, 1998 to 2009

Responsible for the development and coordination of initiatives to facilitate trade and global awareness in Delaware and the region. Expanded World Trade Center Delaware (WTC Delaware) staff from a single person to a team that initiates, develops and implements programs to assist businesses and organizations including educational and networking events, market research, and consulting. WTC Delaware is a non-profit organization that assists small and medium-sized companies in expanding their markets overseas, as well as raising awareness of international issues and their importance in regards to international growth.

Responsibilities Include:

Public Affairs

- Liaison between the business community and government on issues and policies relating to international business.
- Speaking and writing articles advocating global trade.
- Speaking to groups on issues related to economic development and international trade.

International Business Assistance

- Obtain international business opportunities, trade leads and information from a vast network of public and private sector sources world-wide. The data is reviewed and disseminated to companies who have registered with WTC Delaware.
- Developed and implemented the Delaware Trade Lead Bulletin, regularly disseminating offers to buy and sell from Delaware companies to an established international network of World Trade Centers, American Chambers of Commerce, overseas business councils and other business contacts around the world.
- Work one-on-one with member companies to assist them with inquiries, referrals, and in-depth research on international business. Includes identifying resources, financing options, distributors and more.
- Personally developed a network of contacts around the world to help companies in different markets and industries.

Marketing & Communications

- Developed and continue to manage WTC Delaware website (www.wtcde.com), using the site to add value to the WTC Delaware membership.
- Leverage technology to continue to establish brand recognition and identify potential business partners for members in the most cost-efficient manners possible.
- Initiated and distribute the WTC newsletter providing information related to international trade policy and programs.
- Oversee design of all marketing materials, including brochures, website, flyers, and the International Business Directory.
- Present to business associations, rotary clubs, chambers of commerce, foreign delegations, and more, both in the United States and overseas.

Program Coordination

- Organize international business seminars and roundtables in Delaware attracting experienced industry sector experts as speakers; approximately 15 – 20 seminars and 20 roundtables per year.
- Coordinate luncheon programs featuring Ambassadors and leaders of international corporations, business councils and think tanks; approximately 5 – 9 luncheons per year.

Membership Development

- Grew membership from 60 local companies in 1999 to 90 local companies and just over 200 foreign companies in 2011.
- Developed value-added programs for the membership. In addition to program discounts and answering inquiries, we also offer an online library with country profiles, trade information, products sold overseas, and past presentations available to members at their convenience; use of the Delaware Trade Lead Bulletin; and industry-specific global leads forwarded twice monthly via email.
- Positioned the organization globally as a resource for foreign companies wanting to do business in the United States. Established partnerships with local registered agents, developed a special membership program for foreign entities incorporating in Delaware.
- Instituted joint memberships with local organizations.

Office Management/Team Building

- Grew staff size from one employee to four employees and an average of seven to ten student interns.
- Developed a highly successful internship program as a means to leverage additional human resources on a limited budget. Successfully addressed the resulting challenge of high turnover through standardized training methods.

- Oversee management of all administrative activities and program coordination for the Port of Wilmington Maritime Society and the World Affairs Council of Wilmington, both non-profit organizations with over 200 members each.

Accounting

- Manage payroll, billing, receivables, and quarterly taxes.
- Develop and maintain annual budget.
- Write and submit proposals for funding from Federal and State government.

STATE OF DELAWARE – ECONOMIC DEVELOPMENT OFFICE, Wilmington, DE
1998 to December 1998

May

Administrative Assistant

Reported to the Director of the International Section of the office and assisted with correspondence with foreign leaders, developing export programs for Delaware companies, and maintained databases.

PROFESSIONAL AFFILIATIONS

Mid-Atlantic District Export Council (appointed by U.S. Secretary of Commerce), 2007 to Present
Delaware Commission for Women (appointed by Governor), 2007 to 2011
Leadership Delaware Alumni Advisory Board, 2011 to Present
Temple CIBER (Center for International Business Education and Research) Advisory Board, 2009 to Present
New Castle County Economic Development Council, 2009 to Present
Board Member, Port of Wilmington Maritime Society, 2004 to Present
Board Member, Delaware Chapter of People to People International, 1999 to 2012
Wilmington Rotary Club

JACALYN BEAM

Education

2008 Ed.D., Wilmington University (Major: Education Leadership and Innovation)

GPA: 4.0

Awards: *Presidential Award for Leadership* – The University's most prestigious award given to one student from among all disciplines who best represents and exhibits outstanding leadership, respect for others, and the University's mission and values.

Delaware Charter Schools: Principals' Perceptions Dissertation: *Autonomy in and Practices* - Grounded in organizational decision-making, institutional, and resource dependence theories, the study explores how school leaders operating within the same state laws interpret and implement autonomy policy.

2005 A.G.S., University of Maryland College Park (Major: Policy and Leadership)

Advanced Graduate Certificate in Policy Studies

Research: *Curriculum and Instruction, Site-Based Management, School-based Finance, Organizational Decision-making, Policy Cycles* -including formulation, implementation and evaluation.

1982 M.Ed., Loyola College (Major: Special Education)

Additional 30 graduate credits completed in 1985 with emphasis in Reading

Education continued

1976 B.S., Lebanon Valley College (Major: Music Education)
Certifications in both Instrumental and General Music

Additional Training

Educators for Social Responsibility (ESR), Boston, MA - Training Seminars
- *Conflict Management Skills and Negotiation*
- *Mediation Education for Students and Adults*

SMARTBOARD – Delaware Department of E-learning

Learning Focused Schools (LFS)
- *Strategy Models*
- *Extended Thinking Skills and Strategies*
- *Essential Questions, Collaborative Pairs*

Response to Intervention (RTI)
- *Reading, Mathematics and Behavior*

Major Accomplishments

Collaborated with state and local stakeholders to draft the DE performing arts assessment

Administrators and teachers use the state test to gauge student learning and teacher effectiveness.

Designed and implemented staff development for different employee groups in a large public school system including

- *mediation and conflict management training mitigating student suspensions*
- *graduate courses particular to schools' needs leading to greater enrollment in professional development*
- *administration training to interpret quantitative and qualitative data sets and align with instructional programs and strategies*

Designed and implemented three major education events for Mid-Atlantic painters

- *accelerated the educational opportunities for the organization*
- *improved the participation rate of association members*
- *spurred other members to create this type of event in their local community*

Initiated and chaired the Annual Winter Fundraiser for the Chaddsford Historical Society

- *links the origins of the society with artistic traditions of the Brandywine Valley*
- *attracts participation across 7 states*
- *shows increased attendance each year*
- *one of the major fundraisers after three years of operations*

Initiated and co-chaired the Maryland Conference on Conflict Management linking social services, public and private schools, politicians, law enforcement and other agencies to dialogue and form plans for linking and streamlining student services.

Coordinated an academic and social transition program for middle school students moving between an alternative placement and traditional public school resulting in

- *improved communication between parents, teachers and administration,*
- *raising test scores of students failing in a traditional environment,*
- *lowering the rate of office referrals and suspensions, and*
- *enabling over 75% of students placed in an alternative setting to re-enter a traditional classroom within one year.*

Liaison for Mid-East Ambassadors studying curriculum and the "Images of Others" portrayed in American public schools and textbooks. Project center: University of Maryland Department of Policy and Human Values.

Conceptualized and organized the Annual Fine Arts Event for the Chaddsford Historical Society resulting in community involvement and increased revenues since inception.

- *in it's 4th year, the event has become a major source of revenue for the society*
- *increased participation from 1 to 7 states*

Designed and implemented new educational events for the Mid-Atlantic Plein Air Association, including three extended seminars where nationally recognized instructors used local resources to create unique opportunities for students.

Professional Experience

2012 National Coalition for Arts Education Committee

Selected to craft education standards that will affect the content and implementation of arts education in schools serving students K-12. These standards will also impact textbooks and local curriculum practices.

2012 State Committee for Performing Arts Education

Selected by local and state authorities to write and evaluate student achievement tests destined for statewide implementation. The tests are used by administrators and teachers to gauge student achievement and teacher effectiveness.

- identified strategic learning goals measured by grade level expectations
- built teacher prompts and assessment tools for statewide use
- served as a consultant for the art, dance and theatre test questions

2012 District Committee –Christina Arts Council

Elected by district teachers to represent them for a minimum of two years on the newly formed council whose mission is to improve arts education in Christina. The charge is to

- identify school and district needs to create a world class arts program in DE*
- *communicate regularly to constituents and solicit their ideas, and*
- *prepare budget items for district and local expenditures.*

2003 – present: *Christina School District, Music Specialist*

- 'Superior' status ratings in all categories of performance evaluations
- created a new culture of student, parent and staff participation in music
- service and leadership on the School Improvement Plan, including data analysis and editing
- recognized for working collaboratively with parents and engaging their participation throughout the school
- coordination of the monthly parent and teacher newsletter in both English and Spanish
- leadership roles on the Positive Behavior Support Team, including book reviews and recommendations for instruction, annual school-wide event planning, and data analysis.
- lead writer for Superstars in Education award
- drafted and implemented a grant from the American Lung Association to research links between playing harmonicas and improved breathing of children with asthma
- service as new teacher mentor and Co-operating teacher for aspiring educators
- assistance in preparing and operating Targeted Intervention Plans for students with special needs
- nominated for Teacher of the Year

1995-2003: *Adjunct Professor, Loyola University in Maryland*

- developed and taught graduate level course for administrators and teachers
- collaborated with multiple school districts and the MD Dept of Education to insure alignment between certification and curriculums
- initiated and helped lead the first state-wide Maryland Conference on Conflict Management in the workplace leading to improved conflict resolution programs in schools and alignment of community services

1994-1996: *Staff Development Specialist, Baltimore County Public Schools*

- collaborated with diverse educators at multiple levels of the education system and led numerous training workshops designed to meet local needs and interests
- Staff development specialist continued:*
- invited to present research on curriculum, student testing outcomes, conflict management strategies in the workplace and other pertinent information for school districts at local, state and national conferences
 - designed and implemented mediation programs for all district schools,
 - facilitated a distance learning series for educators enhancing the effectiveness and efficiency of district professional development
 - co-authored and awarded a multimillion dollar Federal Grant for district-wide implementation
 - trained administrators how to interpret both the quantitative and qualitative sections of the state's test used to gauge student achievement.

Pencader Education Association
EIN 20-0388633
Form 1023
PART VIII Q4a –

Description of Fundraising Programs

Pencader Charter High School has engaged in numerous fundraising activities in prior years. These include fundraisers at local restaurants that provide the school with a percentage of the profits received from school-related events; “jean day” donations by students to school clubs; annual giving programs including solicitations by letter and emails to parents and others in the community;. Solicitation of donations from its parent-teacher organization (PTO); and applications for federal grants through Title I and Title II programs.

Upon the reinstatement of its tax exempt status, the school intends to continue with these activities and, through its newly established marketing committee, expand its fundraising to other efforts such as solicitation of private foundations, additional school events, and other activities.

At this point, Pencader intends to use its staff to do all of the fund raising and it will not be retaining any independent contractors or third party fund raising companies.

CRITERIA 3: MISSION, GOALS, EDUCATIONAL OBJECTIVES

Pencader Business & Finance Charter School
Mission Statement

The Pencader Business & Finance Charter High School is committed to providing students in grades 9 – 12 an innovative and challenging academic atmosphere. Our school curriculum is a unique combination of academia and character education, as well as business and finance courses that will enable students to meet or exceed the Delaware Performance Requirements for graduation.

Business courses will focus on current and accepted business practices and modalities. They are designed to equip students with an awareness of the rapidly changing and increasingly interconnected world economy.

At Pencader Charter, we believe parental involvement is a cornerstone crucial to the success of the school. Parents are encouraged to visit the school and play an active part in their child’s education. A collaborative effort between students, parents, staff, and administration is imperative to empower our students to be successful contributors in the business and finance world of today.

****“Our school curriculum is a unique combination of academia and character education, as well as business and finance courses...”*** Pencader has been fulfilling the mission of providing its students with the state of the art education they expect at this business and finance school. All of our courses are designed to complement the business curriculum we teach. Pencader is the only school in Delaware that is a member, and uses, the MBA Research Curriculum. Pencader has adopted Advanced uses and Applications of Microsoft Word, Excel, and PowerPoint as well as an introduction to Microsoft Access and prepares the students to become Microsoft User Certified, English classes are using Cornell Note taking, AVID Practices, Advanced Placement Classes as well as SAT Preparation classes. The Health Education Department uses The Collins Writing Program: Improving student performance through writing and thinking across the curriculum. Business Etiquette uses peer accountability leadership on how to advocate for better classroom behavior from the student perspectives. Our goal, as stated in our mission statement, is “... *to equip students with an awareness of the rapidly changing and increasingly interconnected world economy.*” We have won the BPA Cup two out of five years, with Pencader winning it again this year. Last year 9 of our students placed well went on to the National competition in Chicago. We do have the distinction this year of having two of our seniors as State BPA officers: the President and the Historian/Parliamentarian.

****“Upon graduation, students will be equipped with the skills needed for employment in the business and finance industry and/or to pursue studies at a post secondary level.”***

Pencader is a Business and Finance school and each student is required to choose a Career Pathway. This pathway makes the transition into college or the business world easy and familiar. As mentioned above, our teachers use an array of teaching methods, techniques and strategies to introduce students to the many variations of practices they will encounter outside of high school.

MBA Research Curriculum

“The High School of Business allows us to support business education at the high school level and at the same time offer the opportunity for students to smoothly continue their business education at Bowling Green,” Dr. John Hoag, acting Interim Dean of the College of Business, said. “Students completing this program can earn up to six credit hours of college credit which helps move them along their way to a degree. This program is quite unique, and we are looking forward to working with the High School of Business in this endeavor.”

The hands-on program prepares students to excel in college business administration programs, such as those offered at Bowling Green State University’s College of Business Administration. High School of Business™ students dive into real projects via project-based learning – an educational method in which students learn concepts while completing projects that often involve collaboration with local businesses. (MBARESEARCH.ORG)

As we move forward with this curriculum we would like to incorporate the Hospitality section to our curriculum.

- Entrepreneurship
- Finance
- Marketing
- Hospitality

Since 1971 MBA Research Curriculum has been building comprehensive, modular instructional materials called LAPs. Each of these in-depth modules is a complete lesson plan, including formative and summative testing. LAPs are designed to make lesson preparation easy, fast, and relevant.

Most states have adopted these standards as the basis for their own state standards. Standards are based on extensive and continuing industry validation activities. These standards are used extensively by DECA.

- **Business Administration Core** (attached)
- **Finance** (attached)
- **Marketing** (attached)

DCAS SCORES

Using the mean scores from the fall 2012 DCAS, Pencader has met or exceeded the mean scores for the state of Delaware.

	State standard score	Pencader Mean Score
9 th graders in Reading	811	813
9 th graders in Math	820	831
10 th graders in Reading	812	837
10 th grade in Math	830	836

As shown by the DCAS summary charts below for math and reading, our 9th graders in 2012-11 scored at below a 50% proficiency rate, however in the following year these 9th graders, as 10th graders, showed a measurable improvement in both percentage meeting proficiency and in the overall mean scores.

On this chart for math, the 9th graders were at a 40.85% proficiency rate, they increased in 2011-12 to 51.75% proficiency. This is a positive increase of 26.68% in one year. If we were able to test these students in 11th and 12th grade, and they maintained this 26.68% increase each year,

these original 9th grade students would have achieved an 83.35% proficiency rate upon graduation.

Math Summary Statistics for Pencader Business and Finance Charter High School (582) (Spring Test Period)

Test Year - Grade		Number Tested	% Meet Standard	% Below Standard	Scale Score Mean	Scale Score StDev
School Year 2011-12	Grade 9	128	60.16	39.84	831.16	61.49
	Grade 10	114	51.75	48.25	836.69	41.36
School Year 2010-11	Grade 9	164	40.85	59.15	802.59	54.55
	Grade 10	138	48.55	51.45	836.67	64.78

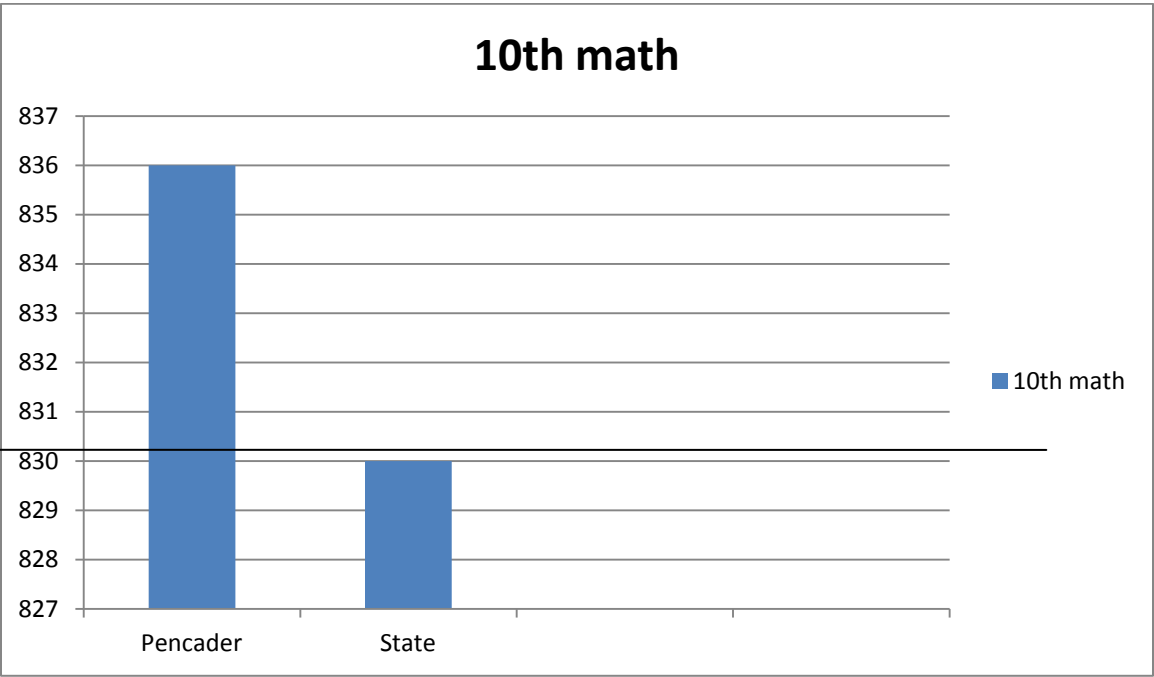
Reading Summary Statistics for Pencader Business and Finance Charter High School (582) (Spring Test Period)

Test Year - Grade		Number Tested	% Meet Standard	% Below Standard	Scale Score Mean	Scale Score StDev
School Year 2011-12	Grade 9	123	56.10	43.90	813.48	57.55
	Grade 10	113	65.49	34.51	837.65	53.09
School Year 2010-11	Grade 9	160	38.75	61.25	787.86	72.33
	Grade 10	137	51.09	48.91	811.69	65.78

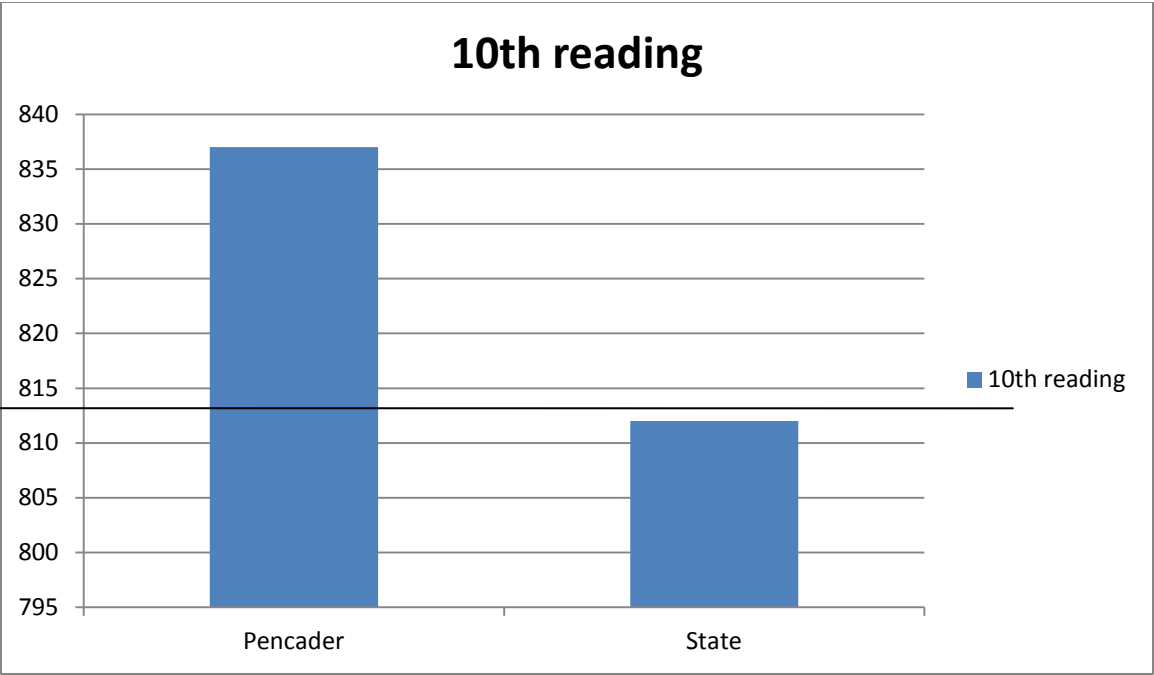
The reading summary shows our 9th graders in 2010-11 at 38.75% proficiency, and the following year increased to 65.49% proficiency, an increase of 69% in one year. Maintaining this rate of change, these students would achieve over 100% proficiency rate in two years. While we cannot guarantee these rates will continue, we have implemented several academic programs that will help maintain a steady growth. (Instructional support team, IST))

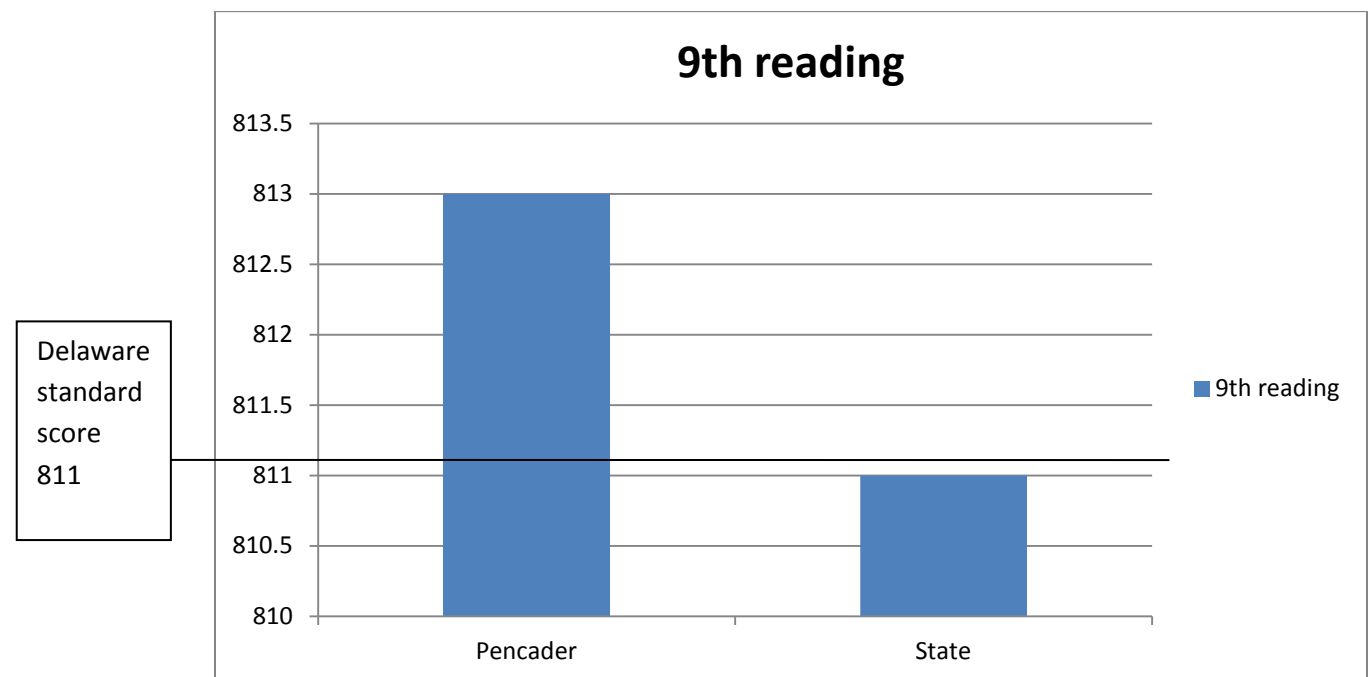
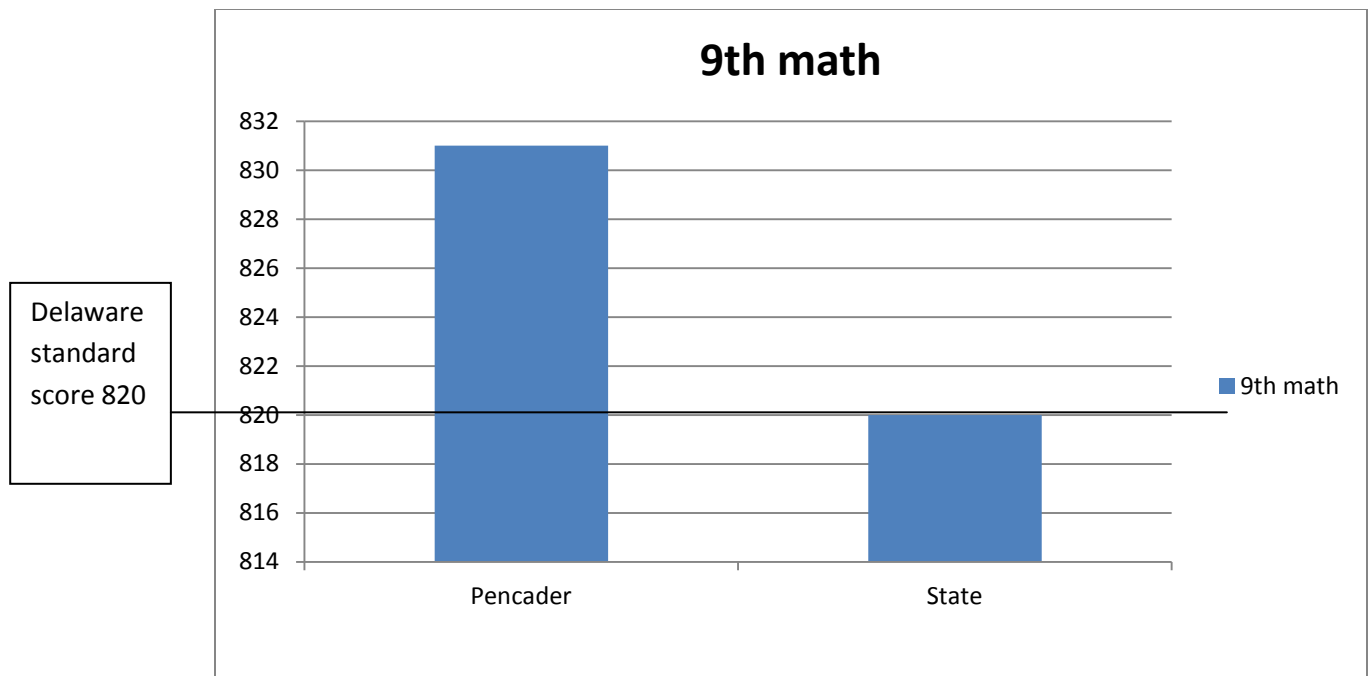
Our counselors are also in the process of creating a program that would allow them to review each students records to ensure they are complying with the requirements of their Career Pathway and maintaining their grades. Counselors will be able to address student issues with the IST and intervention can begin before students fall to far behind.

Delaware
standard
score 830

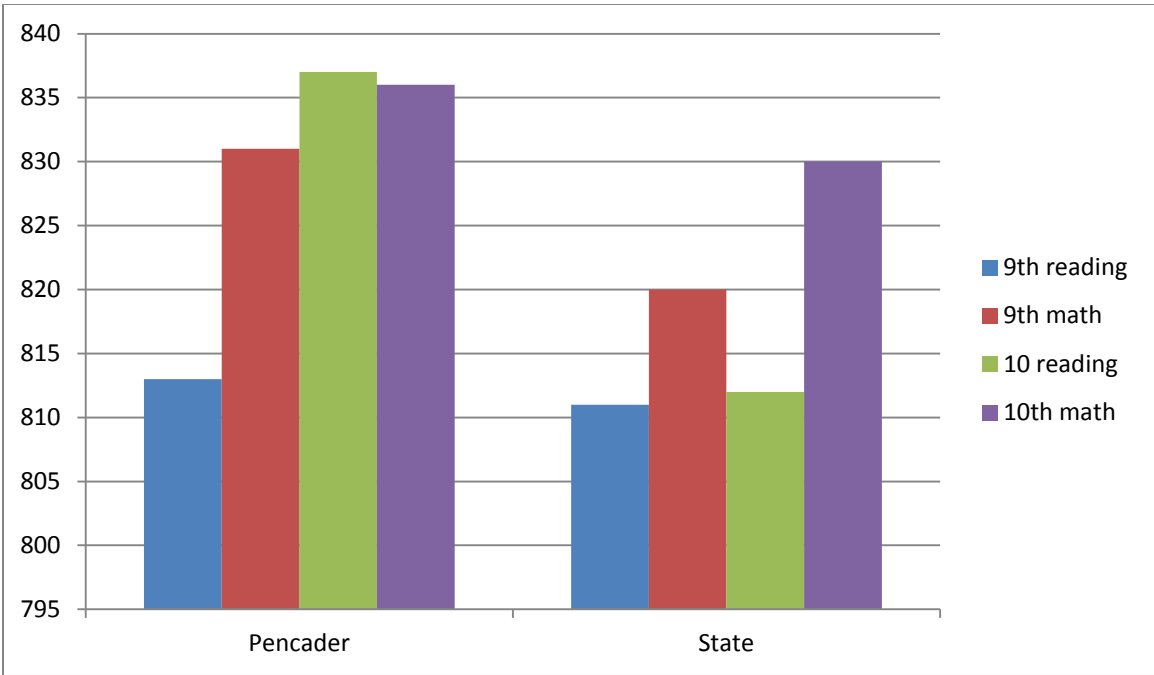


Delaware
standard
score 812



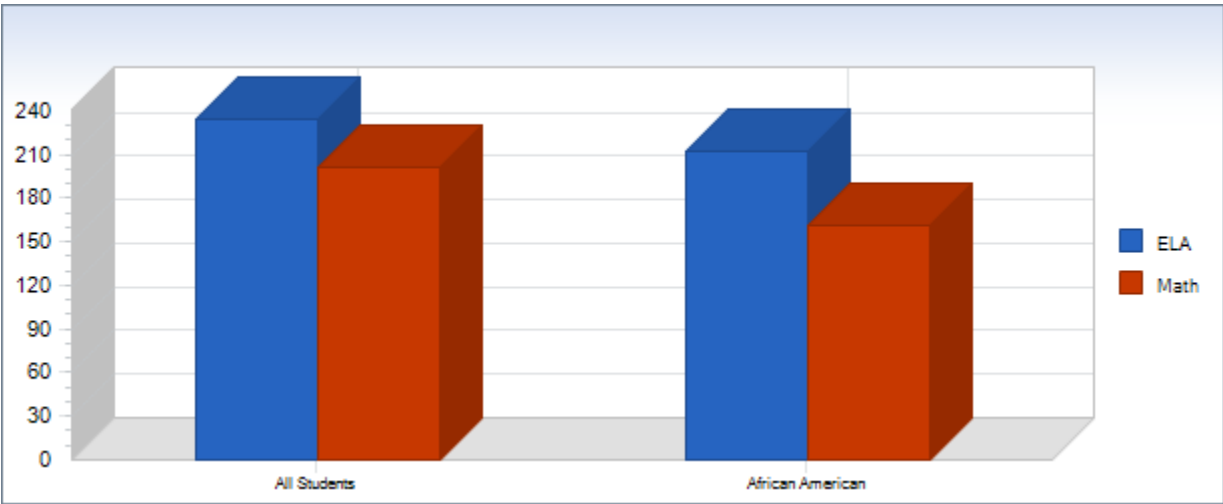


9th and 10 Grade Mean scores compared to Delaware Scores



2011-2012 Growth Chart

Based on this data Pencader has met its growth goals in 3 of 4 areas, missing the 4th area by one point. Again, with the new programs put into place Pencader will have better accountability for increasing students success.



GROWTH MODEL (2011-12)				
	<u>ELA</u>	<u>Math</u>	<u>ELA Goal</u>	<u>Math Goal</u>

All Students	234	201	201	202
African American	213	161	201	202

* Only groups with greater than 40 students are reported

<http://profiles.doe.k12.de.us/SchoolProfiles/school/Student.aspx?charters=charters&checkSchool=582&districtCode=83>

SAT SCORES

In 2011-2012 Pencader's students achieved top better than top 50% in all of Delaware High Schools. Pencader SAT Scores rank in the 35 percentile in math, 43 percentile in Reading and 46 percentile in Writing compared to the other 36 high schools in Delaware. Our average scores are higher in all subjects than the state average. We always strive to do better, and we have plans for this improvement. Our SAT Prep teacher is utilizing all resources available to include internet, past SAT exams, and study practices. She has plans to analyze the past data and categorize the critical needs of improvement. Then spend more time to focus on these areas. We hope to see an increase in these scores this Spring.

11th Grade School Day SAT Reasoning Test (2011-12)		
	School	State
Math	440	429
Critical Reading	422	419
Writing	418	413
Total	1,280	1,261
Participation	92%	93%

AP SCORES

Although we have a small student population, in 2011-12 we had nearly half of our Senior and Junior students attending AP Classes (114 juniors and 145 Seniors). In this report, updated on the AP College board web site Dec. 13, 2012 it shows 122 exams taken.

Pencader Business and Finance Charter High School (080129)

Score	Eng Lit Comp	Psyc	US Hist	World Hist	Calc AB	Calc BC	Stat	Biol	Chem	Total Exams*
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School (080129)	5	6		1		1	2			10	
	41	10	1				2	1	1	16	
	33	3	1	9			3	2		21	
	24	7	8	5			8	1		33	
	1	13	7	2	3		8	6	3	42	
	Total Number of Exams	8	39	17	17	3	1	23	10	4	122
	Mean Score	2.63	2.72	1.76	2.59	1.00	5.00	2.22	1.80	1.75	2.34
	Standard Deviation	0.74	1.54	0.83	0.94	0.00	0.00	1.28	1.14	1.50	1.30
	Total Schools	1	1	1	1	1	1	1	1	1	1
Delaware	593	186	93	24	170	90	82	90	46	1,404	
	4213	257	175	64	132	29	131	88	73	1,918	
	3336	227	179	101	118	31	204	76	87	2,303	
	2353	170	205	86	91	19	149	80	63	2,170	
	199	315	151	24	411	17	281	258	150	2,534	
	Mean Score	2.86	2.85	2.82	2.93	2.52	3.84	2.51	2.45	2.53	2.76

Pencader has demonstrated continual progress and yearly growth on all standardized assessments. Pencader has shown superiority over more than half of the other high schools in Delaware based on average DCAS scores as well as achieving above average state scores. While we have not met the percentage of required proficiency, we have begun several programs to assist in this movement.

IMPLEMENTED PROGRAMS FOR STUDENT ACHIEVEMENT

This year Pencader has put into place several programs to help students succeed: The Instructional Leadership Team/Committee (ILT), and the Student Support Team/Committee (IST), Special Education Support Team. These teams will be monitoring student progress throughout the year and providing appropriate assistance at the time needed. It is our intention that no student will fall excessively behind in a class for any extended length of time. Our Learning Support Team is diligently updating all students' needs and delegating support for the ones that have been identified as struggling.

School Intervention Committee

The goal of the School Intervention Committee (SIC) is to improve, enhance, and increase student and staff performance through shoulder to shoulder academic and behavioral problem-solving support. Two main functions of the School Intervention Committee are the IST and PBS.

IST – Instructional Support Team

- Team that will support teachers in increasing student performance, in turn improving the overall performance of the school
- Place for teachers to request collaborative support to design strategies that benefit both the teacher and the student

- Mandatory Team Training for IST on January 29, January 30, and March 7 (free substitute teachers provided by the state)

PBS – Positive Behavior Support

- Team that influences consistent school-wide discipline procedures and creates a positive learning environment for all
- Rewards students who typically follow rules and encourages others to do so as well
- Sets procedures for larger school-wide issues such as bullying and attendance issues

SIC (Student Support Committee) Meeting Report from 11/19/12 & 11/20/12

At our first two committee meetings, the Student Intervention Committee (SIC) prioritized goals for both the short-term and long-term. In the short-term we are working communication, clarity, and consistency within the school's discipline procedures. We plan to create a flow-chart for administration, staff, students, and parents (similar to one found in the PBS handbook), so that expectations for the school's discipline procedure are clear and consistent. We will create this chart before winter break, roll it out to staff when we return in January, followed by students and parents, putting it into place at the start of the second semester at the end of January. In the long-term, committee members will begin team training in IST at initial team training sessions on January 29 and January 30. Two committee members (Jenny Aunet and Fritz Ward) have already started this process through on-going facilitator and "buddy" training. We are also working with our IST trainers (Denise Stringer and Melissa Ebling), one of who is a PBS trainer, to set up PBS training at the school for the committee. Two committee members (Jay Anderson and Todd Heller) have already gone to the initial School-Wide PBS training. The next SIC meeting is on Tuesday, December 4 at 3 pm in Room 201.

ILT Committee (Instructional Leadership Team) Update

ILT Meeting 11/19

-We planned a PD for 12/3 on critical thinking for after school. All teachers will be required to attend. The department chairs are asking their departments to submit samples of their questions that they believe fall into the following categories under Bloom's Taxonomy: creating, analyzing, applying, and evaluating. To prepare for the PD, we have asked the staff to complete a short pre-evaluation form to gauge everyone's prior knowledge of the definition of critical thinking. We will have the staff participate in a number of activities during this afternoon PD. To conclude the PD, the staff will complete a reflection form, and the ILT will collect data on the effectiveness of the PD.

ILT Meeting 11/20

-We reviewed the walk-through schedule and form with the staff. Walk-throughs will continue during PLC starting 11/29. All forms have been saved to the t-drive so that all staff members may have access to them. During our meeting, we discussed how we could create a culture of student efficacy. Ms. Coughlan made smaller poster versions of the TITANS slogan poster, and she hung them up in all of the classrooms/common areas. Mr. Corbin has been asked to add the slogan to the home page of the school's website. Mr. Rafetto made a user-friendly version of the slogan that can be added to the signatures of all out-going emails for the staff. Additionally, the team discussed making staff t-shirts to try to unify the staff. The shirts will be red with white text. The front will say "staff" and the back will have the Titans slogan. In the future, we plan to make shirts for the students except their shirts would be in the opposite color scheme.

CRITERIA 6: EDUCATION PROGRAM

Per the conditions of the 2009 Charter renewal we are making every effort to educate and prepare our students for the business world. The educational requirements needed for the business world do not always match those required by the state of Delaware. For example, in business students need the skills of accounting and book keeping, not necessarily Algebra and Geometry. Therefore our students take two different types of math to accommodate each requirement. Students are also required to take Economics (although now part of the Delaware curriculum) and Personal Finance which is a class not typically required. As stated in our Charter Agreement: *"Pencader Charter High School will achieve these goals by linking the Delaware State Standards for graduation with a curriculum that focuses on current and acceptable business practices and modalities."* (Charter renewal application 10/15/2009 Introduction renewal)

According to Pencader Charter Agreement:

Condition 1: Pencader students will pass 3 of 4 core classes.

Response: This agreement does not have a measurable quantitative number attached to it. However, we do have a high percent of students passing 3 of 4 core classes. Graduation rate 2012 was 98.5%.

Condition II: Students will consistently demonstrate increasing academic achievement.

Response: We have demonstrated this through the DCAS scores and percentage of increased proficiency.

Condition III: Students will enroll in college level courses or in the Advanced Placement Program.

Response: Pencader has almost half of the junior and senior students enrolled in these courses. In 2011-12 Pencader had 114 junior students and 145 senior students, from these we had 122 documented AP exams taken, with 38.5% of the students scoring at a 3 or higher.

Condition IV: All Students will complete a Career Pathway prior to Graduation.

Response: Our counselors create meet with each student upon entering Pencader to plan a Career Pathway. After this interview, they create the student schedule ensuring all students take classes needed to achieve successful completion of their career path, in addition to completing a senior Capstone project related to this pathway.

Condition V: Students will complete a senior project.

Response: As stated above all seniors complete a Capstone project. At the end of the year, days are arranged for the seniors to present these projects in an open session. Community, staff, parents and family are invited to attend. This is a big deal as it is in college. This year's presentations are scheduled for March 18 - 28, 2013

Condition VI: Students will demonstrate positive behavior through the following:

A) Daily attendance will be 90% or higher increasing each year of operation.

Response: 2011-12 we maintained 94% attendance rate.

<http://profiles.doe.k12.de.us/SchoolProfiles/school/Student.aspx?charters=charters&checkSchool=582&districtCode=83>

B) Pencader will have fewer reportable incidents than the state average each year.

Response:

2011-12	
Number of Suspensions	65
Number of Expulsions	1
Count of Students Suspended/Expelled	53
September 30 Enrollment	507
Percent of Students Suspended/Expelled	10%
District Percentage	10%
State Percentage	15%

<http://profiles.doe.k12.de.us/SchoolProfiles/school/Student.aspx?charters=charters&checkSchool=582&districtCode=83>

Condition VII: Pencader will demonstrate a positive parent network.

Response: Pencader currently has four committees all occupied by parent volunteers and headed by a Board Member:

Marketing, Strategic Plan, Communication, and The Citizens Budget Oversight Committee
With the creation of the new Board of Directors, we have established an open door of communication both from the committees and the new administration. The number of parent attendance at these meeting since November has increase, Although the overall numbers are low, we expect the numbers to consistently increase as we invite them personally each month.

Our teachers spent two days in parent conferences meeting with more than 75% of our parents.

Condition VIII: Demonstrate strong market accountability through the following:

A) Pencader will have the maximum number of students allowed by the Charter by 2010.

Response: Due to the past history of the school, Pencader has not been able to maintain the student count originally desired. Through our efforts and planning, the new members of the board and administration have a recruitment plan that has been implemented. Through our combined and continued efforts, we are confident that the numbers will increase over the next three years to the maximum of 625.

As we continue to move forward and meet all the areas of our Charter Agreement we can rebuild Pencader to a highly productive school.

Our new Board of Directors have outstanding reputation in Delaware and the Business Community and will aid in guiding us to this success.

Pencader Board of Directors:

Frank McIntish	President
Dr. Dan Young	V. President
Jay Anderson	Secretary
Fred Dawson	Treasurer (will be voted on at January Board Meeting)
Ann Terranova	Teacher Member (Will be voted on at January Meeting)
Charles Evans	Parent Member
Jacalyn Beam	Community member
Judi Kennedy	Community Member
Daphane Davis	Community Member

Pencader has a new chance to become the school that we all envision. The plan for hiring the new Administration will also fall under the same guidelines as the Board was chosen. Each of the Board members has a successful history and special talent that they bring to Pencader. They have a dedication and determination to maintain focus on student success and professional rebuilding of Pencader's reputation.

Conditions impact on student performance.

The Formal Review status does not seem to have impacted the students to any degree that is outwardly noticeable. According to a survey we conducted on Survey Monkey, the majority of students do not feel the situation has affected them at all. The student grades are consistent with their abilities as based on previous year grades of the same students. Teacher observations have also confirmed that the majority of students have not been affected. Pencader has a wonderful supportive teaching staff that is concerned with the students. Students have found at least one teacher they connect with and confide in. The majority of the concern from everyone was the termination of several much respected teachers. As many of the students have made the comment that Pencader is their family, the downsizing of their favorite teachers was the hardest part of the change. (See attachment – Student, teacher survey and charts)

CRITERIA 7: SERVING STUDENTS WITH SPECIAL NEEDS

The special Education Department (Learning Support) has been restructured to include the termination of Helen Swartz. As of December 1, 2012 Helen Swartz is not longer employed at Pencader Business and Finance High School. The Learning Support Team has delegated Alicia Blevin as Learning Support Leader and has taken charge of prioritizing the necessities of this department. She has attended all meetings related to Special Education at DOE as well as collaborated with Karen Jones, and other local Special Education Directors from Newark and University of Delaware, as well as Mike Stafford. Her duties are attached and indicate the amount of attention dedicated to the fulfillment of services to students as well as maintain a constant awareness of teacher services provided.

The Learning Support Team has re-aligned and updated all student files and identified them with renewal dates, scheduled upcoming observations by our Psychologist, Lisa Elliott, and overall updated the entire program for effectiveness and compliance. Parents are being contacted on a regular basis as well as teachers being trained in all areas of Special Education. Pencader is in the process of hiring three Para-Professionals to assist the two Special Education teachers with the 47 identified Special Education Students. Interviews are being held Monday and Tuesday December 17, and 18, 2012. Official hiring will begin on January 3, 2013.

January 7, 2013. 3pm, Alicia and her team will be conducting a teacher and board training on Special Education:

- Documentation
- Student issues/needs
- Teacher responsibilities
- Forms
- Expectations
- Job descriptions
- IDEA
- Laws

January 9th, 3pm Mike Stafford will be presenting a training class to the staff and Board:

Teacher responsibilities
School responsibilities
Laws

The Charter Accountability Committee is welcome to attend.
With the changes the Learning Support Team has made in this department, we feel confident that this will never be an area of concern again.

Board and Teacher Training for Special Education Program.

Alicia Blevin has been coordinating a Special Education Training for teachers and Board members for 3 weeks, working in calibration with Karen Jones, Mike Stafford and the Special Education Team at Newark Charter School

Instructor: Alicia Blevin and Learning Support Team

Date: January 7, 2013

Time: 3pm

Place: Pencader Business Lab

Topics:

- Education
- Documentation
- Student issues/needs
- Teacher responsibilities
- Forms
- Expectations
- Job descriptions
- IDEA
- Laws

Instructor: Mike Staffors

Date: January 9th

Time: 3pm

Place: Pencader Cafeteria

Topics:

- Teacher responsibilities
- School responsibilities
- Laws

The Charter Accountability Committee is welcome to attend.

Learning Support Department Chair Duties:

IEPs:

- Coordinate meetings with parents, teachers, guidance counselors, and other personnel needed

- Create, and fill in opening and ending part of IEPs (Learning Support Staff are responsible to fill in goals, services, and needs)
- Send Prior Written Notices
- Send a copy of Procedural Safeguards
- Send Invitations to Meeting
- Serve as the Designee at the meetings

Transition:

- Assist teachers in departments and the Learning Support Staff in helping the students make progress on transition goals
- Enter Transition Goals into IEP Plus
- Trackers will be filled out for each student to ensure each student is working on goals
- Work with students to complete Transition Surveys, Plans, etc.
- Work with the other Learning Support Staff to prepare Transition Booklets

Documentation:

- Learning Support Staff is expected to turn in weekly documents to Chair:
 - Watch List
 - Weekly Schedule
 - Accommodations of students
- Learning Support Staff is expected to create, give, turn in, and input Progress Reports for each student on the IEP Caseload once a marking period
- As a new IEP is created, the Snapshot must be revised and sent out to teacher
- Chair will then print Progress Reports and mail to parents

Committees:

- Attend any meetings required by the state or school
- Mike Kass will be POC for the SIC
- Larry will be POC for PR
- Chair serves on ILT and report back to the department weekly with any upcoming

Oversight:

- Accommodations are being given to the students in a timely manner
- All schedules will be checked with Chair to ensure that Teachers and Paras are where the needs of the students are

- Coordinate any special services needed for students, including alternative settings, if necessary
- Coordinate Educational Psychologist schedule with students and staff for observations testing, etc.
- Chair will represent department to Guidance with any concerns or questions
- Handle any teacher recommendations for students to be observed and evaluated
- Monitor students based on the Watch Lists given weekly by the Learning Support Staff
- Observe Para-Professional staff for IEP compliance and Pencader Standards
- Observe Learning Support Staff for IEP compliance and Pencader Standards
- Weekly meetings on Mondays at 3:00p.m. unless a Staff-wide Faculty Meeting is schedule and then it will be rescheduled for another time, as per the Chair. Agenda provided by Chair

Business:

- Coordinate with Para-Professional to ensure students in all Business classes are being properly served
- Modify any tests, or projects as suggested by teacher

Questions:

- Will there be any compensation for taking on these responsibilities?
- Will I receive the remainder of the Department Chair salary?
- Can I stay in my office? Have the conference table and file cabinets moved to my room?
- What meetings would I be required to attend in school and out of school?
- What extra responsibilities will I need to take on? Ie. Homeless, 504, etc.
- How will I be evaluated?
- When are the Department Chair meetings and how often do they take place?
- Who is the coordinator of Dr. Elliott? She needs an authorizer for her work here and also needs to be scheduled for meetings?

Must Haves:

- At least 2 Para-Professionals, not included the two we already have
- Need at least 2 days where the Learning Support Staff will be able to obtain a substitute and solidify the plan of moving forward
- Guidance Counselor and LSS will work together to get schedules completed next semester before December 17 or on December 17
- Professional Development to the Staff about the changes and new expectations from the LSS

From: Alicia Blevin
Sent: December 5, 2012 2:47 PM
To: Jenny Aunet; PCS-Staff

Subject: Learning Support Department Update

Dear Staff,

I wanted to inform you all of the changes that are taking place in the Learning Support Department. I will no longer be handling any classes but keeping the paperwork, observations, and students' accommodations in order.

I will be handling all of the IEP scheduling, paperwork, and meetings. I will try my best to give you as much time as possible to return information, and schedule to come to meetings. I will also try to provide coverage if available. If you cannot make it to a meeting, I would ask you to provide me feedback on how the student is doing in your class. I don't want to make more work for you but I think it is truly important to hear from each teacher when writing an IEP or conducting a meeting. All IEPs will be taking place in Room 409 as of now.

Room 308 is the new Learning Support Room. Testing and Skills and Strategies will take place in this room. This room will be used by Larry and Jay mostly.

I would like all of you to look back in your files or in your classes now and see if you have requested evaluation on a student or you have a student that needs to be evaluated please give me that information as soon as possible.

Our department is small but we are working very hard. Please be patient with all of us as we go through this transition. I ask you to inform the Learning Support Staff of important dates and assessments that need to be modified at least 2 days prior to the day.

Duties of the department have changed as well.

Larry will be handling the Math and Science Departments.

Mike will continue with the English and Social Studies Departments.

I will continue to modify the Business Department.

Jay will be working in Math, Business, and Science classes.

If you have any questions please let me know.

Thanks,

Alicia

Hello Team!

Here are the forms that need to be filled out and turned in every week. I know this is a huge adjustment but really it is the best way to handle our department. Documentation is an essential part of this job because we need to make sure that we are monitoring the kids and are in compliance with the IEPs.

The **Consultation Form** is a great check list to see what you have done with a student. It also helps you with follow up and if anyone has a question about the student. Every student will have a folder in my room that will house these forms. This will document and give us easy access for parent or teacher questions. Also, it will help for Progress Reports.

Snap Shots should be updated after the IEP meeting and disturbed to the teachers so update them on the new goals and to give them the knowledge of what the new IEP updates are.

Schedule Trackers are what you have been keeping. You need to write the class/classes you are in, the kids you are working with in a pull out situation, the face you are doing paperwork, or a meeting you are attending. This is for you to keep track of your time and to also keep on file that you are in and out of the classroom. You need to make sure that you keep track of your time in the classroom as well to be in compliance with some IEPs.

The **Watch List of Students** is an excellent way to keep track of the students' grades. It can be sorted however you would like but it needs to include the reason for the poor grade and an intervention. I usually highlight each of the grades (red- f, yellow, d, etc) and then write in the reasons once I talk to the teacher and then the intervention put in place. An intervention could include calling home, getting the student to stay after, or having the student give you a deadline.

I know this may seem overwhelming but it just something that will take practice. I would like to start when we get back so we can get a few weeks of practice in before we switch everything up and go into Second Semester.

I will send out the Progress Report Form in January when we have completed more IEPs.

One another note, we need to look at some of these Behavior Plans that are being created. We need to look at the documentation in the IEP, if there is any. We need to make sure the teachers have the Snap Shot AND the BIP. Also, a copy should be given to Discipline as well.

We have a lot of IEPs coming up in January.... My goal is get most scheduled next week. I will split the list evenly between Kass and Larry and we can switch if need be...

Lastly, I posted the job for a Para- Professional on the website. I have received some applications and interviews will take place as soon as possible. I have the rubric almost complete and the questions are typed. I need to know if who wants to be on the interviewing committee and why. Please email me a response.

Name of Student: _____

Type of Consultation

	One on one with student
	One on one with teacher

Progress in class

	Participates in class activities
	Does not participate in class activities
	On target with instruction
	Struggling to keep up with the pace
	Incomplete assignments
	Turning assignments in late
	Distracted during instruction
	Student uses Accommodations provided
	Student chooses not to use Accommodations provided
	Passed test, quiz, project
	Failed test, quiz, project

Support Needed

	Provide learning maps for upcoming lessons
	Contact the Parent/ Guardian
	Organization
	One on One
	Review Accommodations in IEP

	After School Help
	Other

Accommodations

Notes and/or Follow up Needed

Present Level of Functioning (Reading, Communication, Social Skills, Motor Skills, etc)	
Area of Need:	Exceptional Conditions:
Cognitive Ability: Can be viewed at anytime in Audit file upon request	
Annual Goals:	
Learns Best/ Motivation:	

Accommodations/ Adaptations: •	Issues/ Concerns:
Recommendations:	Health Alerts:

PENCADER CHARTER HIGH SCHOOL

Status of Special Education Matters

Student A- This matter concerned the need to secure reliable transportation to school for a special needs child as well as other claims relating to an alleged denial of FAPE. The transportation issue has been resolved at this time; counsel for the family has not made a demand regarding any other claims in the case.

Student B- This matter involves an independent educational evaluation for a student done under the IDEA. The school does not believe that the student qualifies under the IDEA and has at best a borderline eligibility under Section 504. Counsel for the school is currently in discussions with counsel for the parents in an effort to resolve the issue.

Student C-This matter involves an administrative complaint filed with the state. The student has withdrawn from Pencader to attend William Penn High School. Counsel for Pencader and counsel for the parents are attempting to resolve the remaining issues which involve a damages claim for compensatory education.

CRITERIA 9: ADMINISTRATIVE AND FINANCIAL OPERATIONS

Student Retention and Recruitment

We will email potential feeder k-8 charter/parochial schools in our transportation radius offering to come to their school and provide information about Pencader as their possible High School of Choice. Mr. Quimby, Interim Head of School, has met with 8th graders at East Side Charter School in New Castle. Others will follow as we receive their invitations.

Fritz Ward, One of our Business Teachers, has created a 3 week summer institute for 8th graders, based on the Advancement Via Individual Determination (AVID) Program to assist incoming students gain advanced knowledge to further succeed in their classes. As well as advertise our sole participation in the MBA Research curriculum which incorporates structured learning with hands on. We will email that flyer to the same schools as time is appropriate.

Pencader has an ongoing ad in the Crossroads for Middletown and Newark, the local paper Saturday and Sunday, and the Sparks paper Wednesdays. This ad is in need of updating and will be done after the holidays.

We will also conduct direct mailings to all 8th grade students in a 30 mile radius. To include a brochure introducing Pencader Business and Finance High School, our courses, programs, and the benefits of attending our school. Attached is a Brochure that our teachers and staff have been distributing to help gain awareness in the community.

(See attachment – Brochure)

November 7, 2012

VIA EMAIL

Ms. Judi Kennedy
Pencader Charter High School
170 Lukens Drive
New Castle, DE 19720
judi.kennedy@pcs.k12.de.us

Re: Analysis of Board Composition

Dear Judi:

You have requested a legal review of the validity of the current board of directors (the "Board") of Pencader Charter High School (the "School"). The Board has been legally composed at all times, and all current Board members are lawful members of the Board. An analysis follows below.

The School is owned and operated by Pencader Education Association, a Delaware nonstock corporation. The Certificate of Incorporation of Pencader Education Association provides that "the conditions of membership shall be stated in the By-Laws" (Art. Fourth), and that the Board "shall be constituted, and the personnel shall be chosen, as provided for in the By-Laws of the Corporation" (Art. Fifth). The bylaws of the School as in effect at all relevant times (the "Bylaws") provide that "[m]embership shall consist only of the members of the Board of Directors" (Art. II, § 1). Directors "shall serve one (2) year terms [sic], but are eligible for re-election" (Art. IV, § 4). The Board shall have between five and twenty members, inclusive (Art. IV, § 1). A quorum for Board business shall consist of "at least sixty (60) percent of the Board members" (Art. IV, § 5), and directors shall be elected "by a majority vote of the current directors" (Art. IV, § 3).

As of its meeting on March 29, 2012, the Board consisted of the following six individuals: Harrie Ellen Minnehan ("Minnehan"), Judi Kennedy ("Kennedy"), Abraham Jones

("Jones"), Steve Quimby ("Quimby"), Shawn Klapinsky ("Klapinsky"), and Kelly Quinn ("Quinn"). Subsequently, Quinn resigned effective April 12, 2012, and Minnehan resigned effective June 1, 2012.¹ In addition, the terms of office of Quimby and Klapinsky expired on June 30, 2012. Thus, as of the July 2, 2012, Board meeting to elect directors, the seats held by Quimby and Klapinsky were up for election, and at least one additional director needed to be elected if the number of directors were to be brought up to the minimum of five specified in the Bylaws.

The July 2, 2012, Board meeting was attended by Kennedy, Jones, and Quimby. Klapinsky was the only current Board member not in attendance. Since Kennedy, Jones, and Quimby constituted 75% of the Board members, a quorum was present. The directors present voted unanimously at the meeting to re-elect Quimby and to elect Vincent Dimauro ("Dimauro"), Daphney Davis ("Davis"), Jay Anderson ("Anderson"), and Kimberly Clemmons ("Clemmons"). Quimby, Dimauro, Davis, Anderson, and Clemmons were therefore properly elected to the Board, and the Board as of July 2, 2012 consisted of them, Kennedy, and Jones.

It has been suggested that the Board did not have authority to elect new members after Minnehan's resignation, because the Board thereafter consisted of four directors -- fewer than the minimum number of directors specified in the Bylaws. This objection lacks merit because Section 223(a)(1) of the Delaware General Corporation Law provides that board vacancies "may be filled by a majority of the directors then in office, although less than a quorum, or by a sole remaining director[.]" 8 *Del. C.* § 223(a)(1); see also *Hockessin Community Ctr., Inc. v. Swift*, C.A. No. 7789-VCL, 2012 Del. Ch. LEXIS 232, at *58-59 (Del. Ch. Oct. 5, 2012) (applying Section 223(a)(1) in the context of a nonstock corporation). On July 2, 2012, Kennedy, Jones, Quimby, and Klapinsky constituted all of the "directors then in office, although less than a quorum[.]" and a majority of them (i.e., Kennedy, Jones, and Quimby) voted to elect Dimauro, Davis, Anderson, and Clemmons, and to reelect Quimby. The election was therefore valid under Section 223(a)(1).

Sincerely,



Adria B. Martinelli

cc: Barry M. Willoughby, Esq., *via email*

¹ Directors continue to serve until a replacement is elected. See, e.g., *Kalageorgi v. Victor Kamkin, Inc.*, 750 A.2d 531, 540 (Del. Ch. 1999) (holding, pursuant to 8 *Del. C.* § 141(b), that directors who have not resigned or been removed continue in office after their terms have expired until their successors are elected and qualified). Therefore Quimby and Klapinsky remained Board members on July 2, 2012.



JOSEPH R. BIDEN, III
ATTORNEY GENERAL

DEPARTMENT OF JUSTICE
NEW CASTLE COUNTY
820 NORTH FRENCH STREET
WILMINGTON, DELAWARE 19801

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CRIMINAL DIVISION (302) 577-8500
FAX (302) 577-2496
FRAUD DIVISION (302) 577-8600
FAX (302) 577-6499
TTY (302) 577-5783

September 18, 2012

VIA EMAIL AND REGULAR MAIL

Ms. Elizabeth Beukema-Scheinberg
1 Boca Court
Newark, DE 19702

Re: FOIA Complaint Against Pencader Charter School

Dear Ms. Beukema-Scheinberg:

We have received and hereby respond to your petitions to the Attorney General regarding Pencader Business and Finance Charter High School ("**Pencader Charter School**") and, specifically, the board of directors' compliance with certain "open meeting" requirements set forth in Delaware's Freedom of Information Act, 29 *Del. C.* §§ 10001-10006 ("**FOIA**").¹ For the reasons discussed below, and based on our review of the record provided to us, we conclude that the board of directors: (a) adequately noticed its 2012 annual meeting pursuant to FOIA § 10004(e)(2) and (b) has failed to maintain accurate and complete minutes of its meetings in violation of FOIA § 10004(f).

On July 3, 2012, we received your first petition, in which you request a ruling on the legal status of an annual board meeting held on Monday, July 2, 2012 at 4:00 p.m. You assert that the board failed to notice the annual meeting in accordance with FOIA.² The primary thrust of your argument appears to hinge on the undisputed fact that the initial notice and agenda posted on Pencader Charter School's official website on July 24, 2012 incorrectly referred to the annual

¹ Under Delaware law, Pencader Charter School is a public school operating under a charter granted by the State Department of Education (the "**Department**") with the approval of the State Board of Education (the "**BOE**"). See 14 *Del. C.* § 503. Pencader Charter School is subject to FOIA. *Id.*

² You also assert that the board failed to notice the annual meeting in accordance with Pencader Charter School's bylaws and Delaware general corporation law. Those issues are outside the scope of this letter and are matters which probably should be brought to the attention of and, if appropriate, addressed by the Department, the BOE or any other "approving authority" with statutory oversight responsibility in respect of Pencader Charter School. Copies of this letter are being provided to counsel for the Department and counsel for the BOE.

meeting day as “Thursday,” whereas July 2nd of 2012 fell on a Monday. You also note that meetings historically were held “on the final or fourth Thursday of each month and always at 5:30 PM.”

FOIA requires all public bodies to give public notice of their regular meetings at least seven days in advance thereof. *See* 29 *Del. C.* § 10004(e)(2). The notices are required to include the agendas for, and the dates, times and places of, all regular meetings. *See id.* We conclude that the board of directors adequately noticed its 2012 annual meeting.

The initial agenda was timely and properly filed, and accurately reflected the date, time and place of the annual meeting.³ While the initial agenda incorrectly referenced the day of the week as “Thursday,” we view this mistake as an unintentional clerical error. Indeed, you, yourself, acknowledge that the switch from Thursday meetings to Monday likely was the reason for the agenda error. Further, the board of directors filed an amended agenda several days prior to the annual meeting, which again put the public on notice that the board would hold an annual meeting on July 2, 2012. The amended agenda did not reference a day of the week, and thus, presumably, clarified any misunderstanding as to whether the annual meeting would be held on a Thursday or a Monday.⁴ The press and several parents attended the annual meeting, which suggests to us that neither the clerical error nor the change in the meeting day and time caused actual confusion about, or otherwise inhibited attendance at, the annual meeting. Finally, contrary to your suggestion, we see no evidence that the board deliberately attempted to confuse the public as to the date, time and place of the annual meeting.

On August 1, 2012, we received your second petition, in which you raise three concerns with the minutes maintained by the board of directors: (1) the March 2012 minutes were not posted; (2) the May 2012 minutes are incomplete, with at least one personnel vote absent from the minutes; and (3) all or substantially all of the publically available minutes fail to reflect the votes taken by each individual member of the board.

FOIA requires all public bodies to maintain and make available minutes of all meetings, which minutes must include “a record of those members present and a record, by individual members, . . . of each vote taken and action agreed upon.” *See* 29 *Del. C.* § 10004(f).

³ Though the initial agenda lacked a posting date, counsel for the board of directors has confirmed that it was posted to Pencader Charter School’s official website on June 24, 2012. Thus, it is undisputed that the initial agenda was filed at least seven days in advance of the annual meeting, as required by FOIA § 10004(e)(2). Going forward, the board should ensure that all public notices required by FOIA reflect a posting date and time.

⁴ As you correctly point out, the amended agenda failed to reiterate the time (4:00 p.m.) and exact location (Pencader Charter School, 2nd floor conference room) of the annual meeting. Based on the record before us, we do not believe that the omissions in the amended agenda served to invalidate the original notice and agenda, which we conclude was compliant with FOIA.

Ms. Elizabeth Beukema-Scheinberg

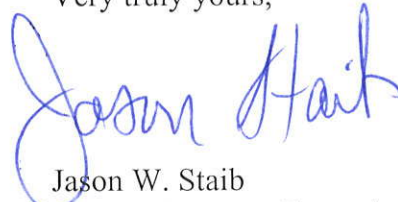
September 18, 2012

Page 3 of 3

The board of directors, by its own admission, has failed to adhere to these requirements. The board understands that it has made mistakes in FOIA compliance and has agreed to remediate the issues you identified. We are requesting that the board promptly address these issues and provide us with copies of all corrected minutes as and when they are posted to Pencader Charter School's official website.

We trust that the board of directors will continue to work with its counsel and other vendors to ensure that future meetings are properly noticed and recorded, as promised in the August 16 and September 6, 2012 letters. Should the board fail to comply with any FOIA requirements going forward, please feel free to bring the matter to our attention by filing another petition with this Office.

Very truly yours,



Jason W. Staib
Deputy Attorney General

cc: Adria B. Martinelli, Esquire (via email)
Ian R. McConnel, State Solicitor (via email)
Catherine T. Hickey, Esquire (via email)
John B. Hindman, Esquire (via email)

A Message to Leaders

In today's environment, if you are standing still, you are falling behind. Making the right decisions at the right time is critical. Following through on those decisions is challenging. In a survey of a broad cross section of CEOs, the Foundation for the Malcolm Baldrige National Quality Award learned that CEOs believed deploying strategy is three times more difficult than developing strategy. If deployment is so challenging, the questions are, Are you making progress? Would your workforce agree? How do you know?

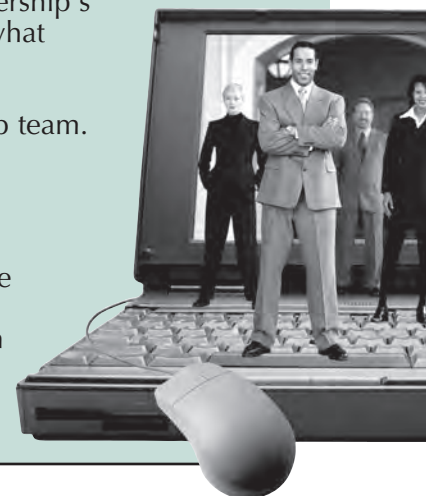
- Are your values, vision, mission, and plans being deployed? How do you know?
- Are they understood and supported by your leadership team? How do you know?
- Are they communicated to, understood by, and supported by all members of your workforce? How do you know?
- Are your communications effective? How do you know?
- Is the message being well received? How do you know?

Are We Making Progress as Leaders? and the companion document for employees, *Are We Making Progress?*, are designed to help you know. They provide compatible tools for you to see if your perceptions agree with those of your workforce. They will help you focus your improvement and communication efforts on areas needing the most attention. For organizations that have been using the Baldrige Criteria for Performance Excellence, the questionnaires are conveniently organized by the seven Criteria categories. For those that have not, these questionnaires identify opportunities for improvement and direct you to more detailed questions in the Criteria. These questions may help you identify some key ideas for making improvements and recognizing opportunities for innovation.

It is never too soon to start improving openness and communication. Ask your leadership team to complete this questionnaire. It will challenge you to address issues critical to your organization's success.

AN ASSESSMENT TOOL FROM THE BALDRIGE PERFORMANCE EXCELLENCE PROGRAM

- This easy-to-use questionnaire, which is designed to reveal your leadership's perspective, can help you assess how you are performing and learn what should be improved or changed.
- We encourage you to photocopy it and distribute it to your leadership team.
- You can modify the questionnaire to address your specific needs (e.g., add questions, use language specific to your organization).
- You can download an electronic version of the questionnaire from the Baldrige Performance Excellence Program Web site at www.nist.gov/baldrige/publications/progress_leaders.cfm. There you can also learn about other program materials, including the Criteria, which are available to you free of charge.



ARE WE MAKING PROGRESS AS LEADERS?

Your perceptions as a leader are important to our organization. There are 40 statements below. For each statement, check the box that best matches how you feel (strongly disagree, disagree, undecided, agree, strongly agree). How you feel will help us decide where we most need to improve or change. We also have the opportunity (using the *Are We Making Progress?* questionnaire) to compare the perceptions of our leadership team with those of our workforce to see if there are differences. We will not be looking at individual responses but will use the information from our whole leadership team to make decisions. It should take you about 10 to 15 minutes to complete this questionnaire.

Senior leaders, please fill in the following information:

Name of organization or unit being discussed

Note: This refers to what is meant each time the word “organization” is used below. In addition, “employees” is used interchangeably with “workforce,” which includes all people performing work for the organization.

CATEGORY 1: LEADERSHIP

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1a Our workforce knows our organization’s mission (what we are trying to accomplish).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b Our workforce knows our organization’s vision (where it is trying to go in the future).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c Our leadership team uses our organization’s values to guide our organization and employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d Our leadership team creates a work environment that helps our employees do their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e Our leadership team shares information about the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f Our leadership team asks employees what they think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY 2: STRATEGIC PLANNING

2a As our leadership team plans for the future, we ask our employees for their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b Our organization encourages totally new ideas (innovation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c Our employees know the parts of our organization’s plans that will affect them and their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d Our employees know how to tell if they are making progress on their work group’s part of the plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e Our organization is flexible and can make changes quickly when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY 3: CUSTOMER FOCUS

Note: Your employees' customers are the people who use the products of their personal work.

Strongly Disagree Disagree Undecided Agree Strongly Agree

3a	Our employees know who their most important customers are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b	Our employees regularly ask their customers what they need and want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c	Our employees ask if their customers are satisfied or dissatisfied with their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d	Our employees are allowed to make decisions to solve problems for their customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e	Our employees also know who our organization's most important customers are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

4a	Our employees know how to measure the quality of their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b	Our employees use this information to make changes that will improve their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c	Our employees know how the measures they use in their work fit into our organization's overall measures of improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d	Our employees get all the information they need to do their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e	Our employees know how our organization as a whole is doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY 5: WORKFORCE FOCUS

5a	Our employees cooperate and work as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b	Our leadership team encourages and enables our employees to develop their job skills so they can advance in their careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c	Our employees are recognized for their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5d	Our organization has a safe workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5e	Our managers and our organization care about our workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5f	Our workforce is committed to our organization's success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CATEGORY 6: OPERATIONS FOCUS

Strongly Disagree Disagree Undecided Agree Strongly Agree

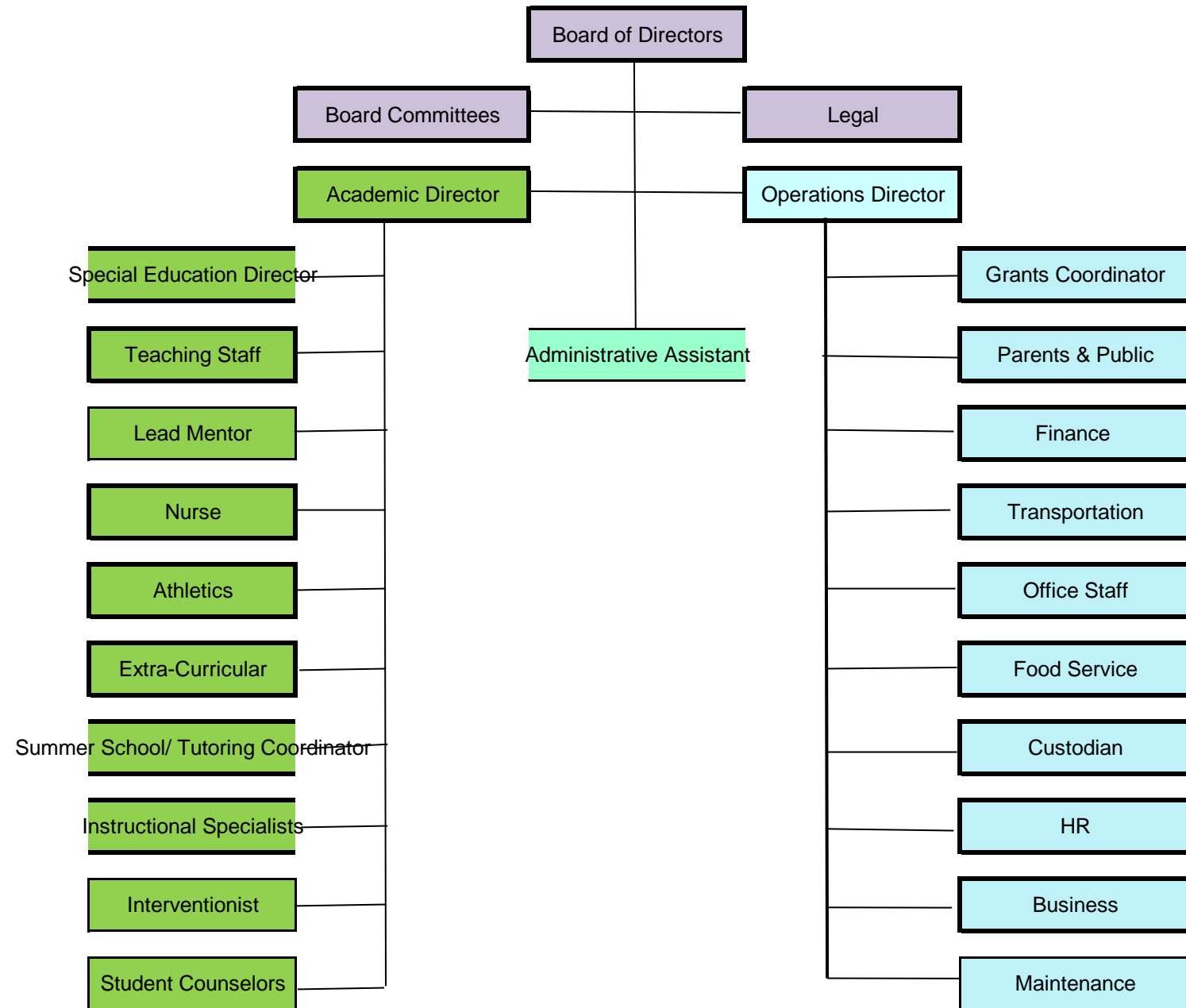
6a	Our employees can get everything they need to do their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b	Our organization has good processes for doing its work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c	Our employees have control over their personal work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6d	Our organization is prepared to handle an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

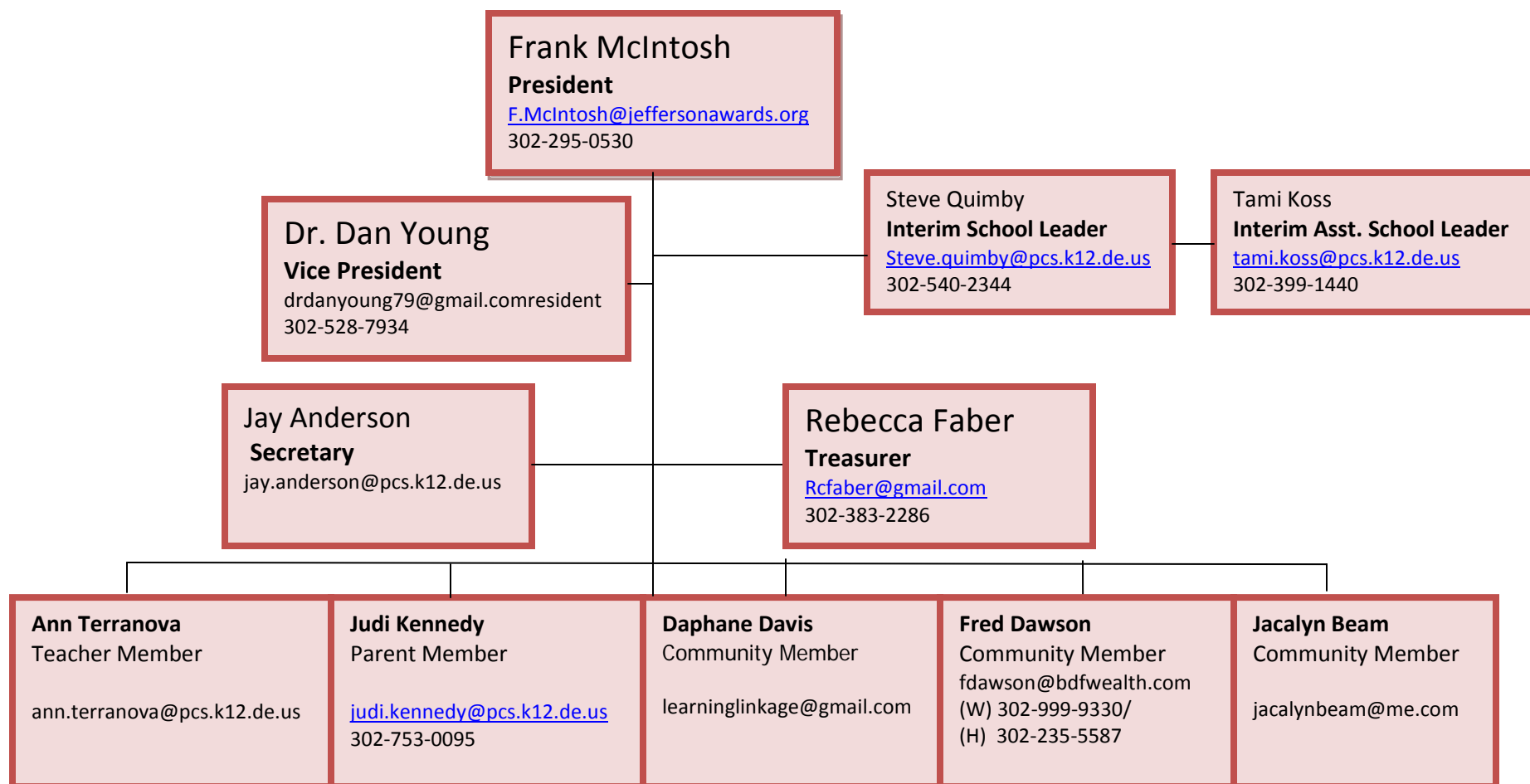
CATEGORY 7: RESULTS

7a	Our employees' work products meet all requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b	Our employees' customers are satisfied with their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7c	Our workforce knows how well our organization is doing financially.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7d	Our organization has the right people and skills to do its work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7e	Our organization removes things that get in the way of progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7f	Our organization obeys laws and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7g	Our organization practices high standards and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7h	Our organization helps our employees help their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7i	Our employees believe our organization is a good place to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to give more information about any of your responses? Please include the number of the statement (for example, 2a or 7d) you are discussing.

Pencader Charter High School Organizational Chart





Board Approved December 20, 2012

**AMENDED AND RESTATED BYLAWS
OF
PENCADER EDUCATION ASSOCIATION**

(As Adopted November 12, 2012)

**Article I
Name**

The name of the corporation shall be Pencader Education Association (the "Corporation").

**Article II
Purposes**

Section 2.01. Purposes. The purposes for which the Corporation is established shall be as set forth in the Certificate of Incorporation. Without limiting the generality of the foregoing, the Corporation shall be authorized to organize and run a Charter School, currently known as Pencader Charter High School of Business & Finance (together with any successor thereto, "PCHS"), pursuant to the Charter School Act of 1995 (14 *Del. C.* §§ 501 *et seq.*). The nature of the activities to be conducted to accomplish the foregoing purposes shall be exclusively those within the purview of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code").

Section 2.02. Earnings. No part of the Corporation's earnings shall inure to the benefit of any member, Director, or officer, nor shall any substantial part of its activities consist in carrying on propaganda or otherwise attempting to influence legislation.

**Article III
Offices**

Section 3.01. Registered Office. The registered office of the Corporation in the State of Delaware shall be located at 1000 North King Street, Wilmington, New Castle County, Delaware, 19801. The registered agent at such address in charge thereof shall be YCS&T Services LLC.

Section 3.02. Other Offices. The Corporation may also have offices at such other places as the Board of Directors of the Corporation may from time to time appoint or the business of the Corporation may require.

**Article IV
Board of Directors/Members**

The business and affairs of the Corporation shall be governed and controlled by the Board of Directors (the "Board"). The Directors shall *ex officio* constitute the membership of the Corporation as the term "membership" is used in Article FOURTH of

the Certificate of Incorporation and shall *ex officio* constitute the members of the Corporation as the term “members” is used in Section 215 of the General Corporation Law of the State of Delaware. A Director shall be a member of the Corporation for only so long as such Director serves as a Director under these Bylaws. Each Director shall have one vote, whether voting as a Director or as a member; provided, however, that a Teacher Director (as defined below) shall not be permitted to vote on matters involving a student or students of PCHS or personnel of PCHS, or any other matter with respect to which such Teacher Director is deemed, by a majority of the other Directors in attendance at the meeting at which such matter is to be voted upon, to have a conflict of interest. For the avoidance of doubt, a Teacher Director shall be permitted to vote in the election of a Teacher Director or a Parent Director.

Article V

Election of Directors; Board Procedures

Section 5.01. Number of Directors; Qualifications. The Board shall consist of no fewer than five (5) and no more than nine (9) individuals. The exact number of seats on the Board shall be as determined from time to time by the Board, provided that any reduction in the number of seats on the Board shall not by itself cause any Director or Directors to be removed from the Board. Every Director shall be at least twenty-one (21) years of age. No fewer than one (1) Director and no more than two (2) Directors shall be a parent or parents (or legal guardian or guardians) of a student or students (as the case may be) presently attending PCHS (each such Director, a “Parent Director”), and at least one (1) Director shall be a Teacher presently employed by PCHS (a “Teacher Director”).

Section 5.02. Term. Directors shall be elected to two-year (2-year) terms. The Directors shall be divided into two (2) classes as nearly equal in size as possible. The terms of the Directors in one such class shall expire in even-numbered years, and the terms of the Directors in the other such class shall expire in odd-numbered years. At any time when there is more than one Parent Director and/or more than one Teacher Director, such Parent Directors and/or such Teacher Directors, as the case may be, shall be divided as evenly as possible between such classes.

Section 5.03. Powers. The Board is expressly empowered to exercise all such powers and to do all such acts and things as may be exercised or done by the Corporation; subject, nevertheless, to the provisions of the statutes of the State of Delaware, the Certificate of Incorporation, and the Bylaws, in each case as they may be amended, altered, or changed from time to time.

Section 5.04. Elections of Directors.

(a) Elections of Directors shall be held annually. All Directors in office when each such election takes place shall be entitled to elect Directors to the class whose seats are up for election pursuant to Section 5.02. Any Director may succeed himself or herself if properly elected and qualified, subject to Section 5.05. Any Director may nominate such individual or individuals as are considered qualified for service as a

Director or Directors, subject to Section 5.01. At any time when there is only one (1) Parent Director on the Board, the seat of such Parent Director shall be filled with a Parent Director when such seat is up for election. At any time when there is only one (1) Teacher Director on the Board, the seat of such Teacher Director shall be filled with a Teacher Director when such seat is up for election. That number of individuals meeting the qualifications set forth herein and equaling the number of seats up for election at the time of such election, who have been so nominated and who receive the greatest number of votes in such election, shall constitute the class of Directors whose seats were up for election at the time of such election, from the time of such election until the earliest of the next election for such class and any such individual's death, resignation, or removal.

(b) If a Board vacancy shall occur due to the death, resignation, or removal of a Director, or due to an increase in the size of the Board, such vacancy may be filled by an individual nominated and elected at any regular or special meeting and otherwise in accordance with Section 5.04(a). Such individual shall serve until the earliest of the next regular election respecting the class in which such individual serves and such individual's death, resignation, or removal.

Section 5.05. Consecutive Terms. No individual shall serve more than three (3) consecutive two-year (2-year) terms as a Director. An individual who has served three (3) consecutive two-year (2-year) terms as a Director may again be elected to serve as a Director after a lapse of at least one (1) year, subject to Section 5.01.

Section 5.06. Resignation and Removal. A Director may resign at any time by delivering written notice thereof to the President of the Corporation or, if there is no President, to any other Director. Unless specified otherwise in such written notice of resignation, it shall take effect upon delivery. A Director may be removed only for cause and only by the vote of at least two-thirds (2/3) of the Directors then serving on the Board. A Director being considered for removal shall receive at least two (2) weeks' advance written notice of such proposed action, which notice shall state such facts as are deemed to constitute cause for removal, and shall be given an opportunity to address the Board regarding such proposed action prior to the vote on such proposed action. Without limiting the generality of the foregoing, a Parent Director's ceasing to be a parent in accordance with Section 5.01, and a Teacher Director's ceasing to be a teacher in accordance with Section 5.01, shall in each case conclusively constitute "cause" as such term is used in this Section 5.06.

Section 5.07. Quorum. A majority of the Directors then serving on the Board shall constitute a quorum of the Board for the conduct of business. Any action or resolution approved or adopted by a majority of the Directors attending a meeting at which a quorum is present shall be the action or resolution of the Board, except to the extent that a different proportion is required by law, by the Certificate of Incorporation, or by the Bylaws, in which case such different proportion shall apply.

Section 5.08. Board Action by Written Consent. Notwithstanding anything to the contrary contained in these Bylaws, any action that may be taken at a meeting of the

Board may be taken without notice and without a meeting if a consent or consents in writing setting forth the action so taken shall be signed by all of the Directors then serving on the Board and filed with the minutes of the proceedings of the Board.

Section 5.09. Annual Meeting. An annual meeting of the Board shall be held in July of each year for the election of Directors to the seats that are up for election in such year, for the election of officers, and to conduct such other business as may properly come before the Board.

Section 5.10. Regular Meetings. Regular meetings of the Board shall be held monthly in accordance with such schedule as the Board may adopt.

Section 5.11. Special Meetings. Special meetings of the Board may be called by the President and shall be called by the President if such is requested by at least two Directors.

Section 5.12. Notice and Place of Meetings.

(a) Written notice of the time and place of any meeting of the Board shall be given to each Director not less than seven (7) calendar days prior thereto. Notwithstanding the foregoing, a special or rescheduled meeting may be called on less than seven (7) calendar days' notice, but not less than twenty-four (24) hours' notice, if such notice states why the Board is unable to provide seven (7) calendar days' notice. For purposes of this Section 5.12(a), notice by e-mail to the most recent e-mail address provided by the Director receiving such notice shall constitute written notice.

(b) Notice of Board meetings shall be posted at PCHS in compliance with 29 *Del. C.* § 10004(e)(4). If the agenda of a meeting is not available at the time of the initial posting of the notice of such meeting, the agenda shall be posted when it becomes available and in any event not less than six (6) hours prior to such meeting, and such posting shall state the reason for the delay.

(c) The Board shall normally give notice of its intent to hold an executive session closed to the public for any topic covered under 29 *Del. C.* § 10004(b), and such notice shall comply with Section 5.12(a) and (b).

(d) The notice of any meeting shall include the agenda of such meeting if, and to the extent that, such agenda has been determined at the time of such notice. Nothing herein shall prohibit additions to, deletions from, or other changes to such agenda thereafter, including the addition or deletion of an executive session.

(e) Any Director may waive notice of a meeting. A Director shall be deemed to have waived notice if he or she attends a meeting for any purpose other than to protest the validity of the notice thereof.

(f) Any or all of the Directors may attend meetings telephonically, provided that all participants at any such meeting can hear each other.

(g) Meetings of the Board need not be held at the principal location of PCHS.

Section 5.13. Compliance with Freedom of Information Act. The Board shall conduct its meetings as if it were a public body as defined in 29 *Del. C.* § 10002(h). It is the intent of Section 5.12 and this Section 5.13 to comply with the Delaware Freedom of Information Act, 29 *Del. C.* §§ 10001 *et seq.* In the event of a conflict between such Sections and such Act, the applicable provisions of the latter shall control.

Section 5.14. Compensation. Directors shall receive no payment for their service as Directors. With Board approval (which may be withheld in the Board's sole and absolute discretion), and upon the presentation of itemized receipts therefor, the Corporation may reimburse a Director for out-of-pocket expenses actually and reasonably incurred by such Director in connection with Corporation business. No such expenses may be approved more than thirty (30) days after they are incurred or later than the regular board meeting next occurring after they are incurred, whichever is later.

Section 5.15. Meeting Attendance. Directors are expected to attend all Board meetings. A Director's unexcused failure to attend three (3) consecutive Board meetings, without an adequate reason being given therefor, shall conclusively constitute "cause" as such term is used in Section 5.06, without limiting the generality of such Section.

Article VI

Board Committees

Section 6.01. Establishment of Committees. The Board may appoint such standing committees and/or ad hoc committees as it may determine to be necessary or appropriate for the effective management of the Corporation, subject to Section 6.02 and any limitations imposed by law. The establishment of a standing committee shall require the approval of at least two-thirds (2/3) of the Directors then serving. Only Directors may serve on Board committees. The President shall be an *ex officio* member of each committee. The Board shall appoint a Teacher Director to be any committee as appropriate in view of such committee's authority, except that no Teacher Director shall serve on a committee that is to deliberate on such Teacher Director's evaluation, tenure, or salary.

Section 6.02. Authority of Committees. Any committee of the Board shall have only such authority as is delegated to it by the Board. In the case of a standing committee, the Board resolutions establishing such committee and setting forth its authority shall be added to the policy manual of PCHS. The authority of any Board committee shall be fact-finding, deliberative, and advisory to the Board, and no committee shall have authority to take legislative or administrative actions, or to adopt policies for PCHS.

Article VII

Officers

Section 7.01. Required Officers. The Corporation shall have a President, a Vice President, a Secretary, and a Treasurer, and shall have such other officers, if any, as the Board may determine. The duties and authority of an officer shall be as specified in the Bylaws or in the Board resolution appointing such officer or delegating such duties and authority. No individual may hold more than one office in the Corporation at the same time. Only Directors shall be eligible to serve as President and Vice President. Other officers need not be Directors.

Section 7.02. Selection. Officers shall be elected at each annual meeting of the Board and shall serve for one-year (1-year) terms and until their successors are elected and qualify, unless they earlier resign or are removed.

Section 7.03. Consecutive Terms. An individual may serve no more than five (5) consecutive one-year (1-year) terms as an officer. An individual who has served five (5) consecutive one-year (1-year) terms as an officer may again be elected to serve as an officer after a lapse of at least one (1) year.

Section 7.04. President. The President shall be the chief executive officer of the Corporation. The President shall preside at all meetings of the Board. The President may execute in the name of the Corporation contracts and other instruments or documents that are authorized by the Board. The President may delegate to any other officer any or all of the duties of the office of President. The President shall have such other powers and duties as may be prescribed by the Board or the Bylaws.

Section 7.05. Vice President. The Vice President shall have such duties and authority as may be delegated to him/her by the President. In the absence of the President, the Vice President shall perform all the duties of the President, including presiding at meetings of the Board, and when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President. The Vice President shall have such other powers and duties as may be prescribed by the Board or the Bylaws.

Section 7.06. Secretary. The Secretary shall keep or cause to be kept the minutes of all meetings of the Board and the members, including the time and place thereof, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of any meeting at the next regular meeting to be voted on by the Board, which vote shall be duly noted in the minutes of such regular meeting. The Secretary shall keep the Seal of the Corporation, if any. The Secretary shall communicate with any Director after such Director's three (3) unexcused, consecutive absences, to ascertain such Director's interest in remaining a Director. The Secretary shall have such other powers and duties as may be prescribed by the Board or the Bylaws.

Section 7.07. Treasurer. The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Corporation's Director of Business and Facilities or such other employee or agent of the Corporation as has charge of the financial records, investments, and evidences of school properties and assets. The Treasurer shall ensure that such individual keeps regular books of account for the Corporation. The Treasurer shall be the chair of the financial committee of the Board. The Treasurer shall regularly report to the Board as to the financial condition and results of the operations of the Corporation. The Treasurer shall have such other powers and duties as may be prescribed by the Board or the Bylaws.

Section 7.08. Removal. Any officer may be removed from office at any time, with or without cause, by the affirmative vote of two-thirds (2/3) of the Directors then serving.

Article VIII

Records

Section 8.01. Corporate Records. The Corporation shall keep at its registered office in Delaware or at its principal place of business wherever situated an original or duplicate record of the proceedings of the Board; the original or a copy of the Bylaws, including all amendments and alterations thereto to date; and a register giving the names and addresses of the Directors. The Corporation shall also keep complete and accurate books or records of account.

Section 8.02. Right of Inspection. Every Director shall, upon written demand, have a right to examine for any proper purpose, in person or by agent or attorney, during the usual hours for business and at the place where such books and records are kept, the books and records of account, and the records of the proceedings of the Board, and to make copies or extracts therefrom.

Section 8.03. Execution of Written Instruments. All contracts, deeds, mortgages, obligations, documents, and instruments, whether or not requiring a seal, may be executed by the President and attested by the Secretary. All checks, notes, drafts, and orders for the payment of money shall be signed by such one or more officers or agents as the Board may from time to time designate.

Article IX

Irrevocable Dedication; Dissolution and Reversion

Section 9.01. Irrevocable Dedication. The Corporation is not organized, nor shall it be operated, for a pecuniary gain or profit. The property, assets, profits, and net income of the Corporation are irrevocably dedicated to religious, charitable, scientific, and educational purposes, and no part of the profits or net income shall inure to the benefit of any officer, Director, or member thereof.

Section 9.02. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a

charitable organization designated by the Board; provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations as are organized and operated exclusively for religious and/or charitable educational or scientific purposes and are exempt from federal income tax under Section 501(a) of the Code as organizations described in Section 501(c)(3) of the Code. In the event that the above organizations shall not qualify hereunder, the amount that they would have received upon dissolution shall be paid over to one or more other qualifying organizations.

Article X

Indemnification

Section 10.01. Right of Indemnification. Each person who was or is made a party to, or is threatened to be made a party to, or is involved in any action, suit, or proceeding, whether civil, criminal, administrative, or investigative (hereinafter a “proceeding”), by reason of the fact that he or she is or was a Director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust, or other enterprise, including service with respect to employee benefit plans, whether the basis of such proceeding is alleged action in an official capacity as such director, officer, employee, or agent, or in any other capacity while serving as such director, officer, employee, or agent, shall be indemnified and held harmless by the Corporation to the fullest extent authorized by the General Corporation Law of the State of Delaware, as the same exists or may hereafter be amended (but, in the case of any such amendment, only to the extent that such amendment permits the Corporation to provide broader indemnification rights than said law permitted the Corporation to provide prior to such amendment), against all expense, liability, and loss (including attorneys’ fees, judgments, fines, other expenses and losses, amounts paid or to be paid in settlement, and excise taxes or penalties arising under the Employee Retirement Income Security Act of 1974) reasonably incurred or suffered by such person in connection therewith, and such indemnification shall continue as to a person who has ceased to be a Director, officer, employee, or agent, and shall inure to the benefit of his or her heirs, executors, and administrators; provided, however, that, except as provided in Section 10.02, the Corporation shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceeding (or part thereof) was authorized by the Board. The right to indemnification conferred in this Article X shall be a contract right and shall include the right of a Director or officer to be paid by the Corporation the expenses (including attorneys’ fees) incurred in defending any such proceeding in advance of its final disposition; provided, however, that the payment of such expenses incurred by a Director or officer in his or her capacity as a Director or officer (and not in any other capacity in which service was or is rendered by such person while a Director or officer including, without limitation, service to an employee benefit plan) in advance of the final disposition of a proceeding shall be made only upon delivery to the Corporation of an undertaking, which undertaking shall itself be sufficient without the need for further evaluation of any credit aspects of the undertaking or with respect to such advancement, by or on behalf of such Director or officer, to repay all amounts so advanced if it shall ultimately be determined by a final, non-appealable

order of a court of competent jurisdiction that such Director or officer is not entitled to be indemnified under this Article X or otherwise.

Section 10.02. Right of Claimant to Bring Suit. If a claim under Section 10.01 is not paid in full by the Corporation within sixty (60) days after a written claim, together with reasonable evidence as to the amount of such claim, has been received by the Corporation, except in the case of a claim for advancement of expenses (including attorneys' fees), in which case the applicable period shall be twenty (20) days, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim, and, if successful in whole or in part, the claimant shall also be entitled to be paid the expense, including attorneys' fees, of prosecuting such suit. It shall be a defense to any such suit, other than a suit brought to enforce a claim for expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition where the required undertaking, if any is required, has been tendered to the Corporation, that the claimant has not met the standards of conduct that make it permissible under the General Corporation Law of the State of Delaware for the Corporation to indemnify the claimant for the amount claimed, but the burden of proving such defense shall be on the Corporation. Neither the failure of the Corporation (including the Board or a committee thereof, or independent legal counsel) to have made a determination prior to the commencement of such suit that indemnification of the claimant is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the General Corporation Law of the State of Delaware, nor an actual determination by the Corporation (including its Board of Directors or a committee thereof, or independent legal counsel) that the claimant has not met such applicable standard of conduct, shall be a defense to the suit or create a presumption that the claimant has not met the applicable standard of conduct. In any suit brought by an indemnitee to enforce a right to indemnification or to advancement of expenses hereunder, or by the Corporation to recover an advancement of expenses pursuant to the terms of an undertaking, the burden of proving that the indemnitee is not entitled to such indemnification, or to such advancement of expenses, under this Article V or otherwise shall be on the Corporation.

Section 10.03. Non-Exclusivity of Rights. The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of its final disposition conferred in this Article X shall not be exclusive of any other right that any person may have or hereafter acquire under any statute, provision of the certificate of incorporation, bylaw, agreement, or vote of disinterested directors, or otherwise.

Section 10.04. Insurance. The Corporation may maintain insurance, at its expense, to protect itself and any Director, officer, employee, or agent of the Corporation or another corporation, partnership, joint venture, trust, or other enterprise against any such expense, liability, or loss, whether or not the Corporation would have the power to indemnify such person against such expense, liability, or loss under the General Corporation Law of the State of Delaware.

Section 10.05. Set-Off of Indemnification Remedies; Subrogation. In the case of a claim for indemnification or advancement of expenses against the Corporation under

this Article X arising out of acts, events, or circumstances for which the claimant, who was at the relevant time serving as a director, officer, employee, or agent of any other entity at the request of the Corporation, may be entitled to indemnification or advancement of expenses pursuant to such other entity's certificate of incorporation or bylaws or a contractual agreement between the claimant and such entity, the claimant seeking indemnification or advancement of expenses hereunder shall first seek indemnification or advancement of expenses pursuant to any such certificate of incorporation, bylaw, or agreement. To the extent that amounts to be paid in indemnification or advancement to a claimant hereunder are paid by such other entity, the claimant's right to indemnification and advancement of expenses hereunder shall be reduced.

Article XI

Additional Provisions

Section 11.01. Fiscal Year. The fiscal year of the Corporation shall be July 1 to June 30, unless otherwise determined by the Board.

Section 11.02. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who shall be either a Certified Public Accountant or a State of Delaware Auditor.

Section 11.03. Notices. Any notice required or permitted to be given hereunder shall be deemed to have been given upon delivery if delivered in person, shall be deemed to have been given upon sending it sent by e-mail, and shall be deemed to have been given three (3) business days after it is deposited in the U.S. mail, postage prepaid, if sent by U.S. mail.

Student Survey Response

Question 5

Showing 12 text responses

No responses selected

much better

11/27/2012 2:25 PM [View Responses](#)

missingsome of my favorite teachers

11/27/2012 2:20 PM [View Responses](#)

Many aspects of the school have improved for the benefit of the students.

11/27/2012 12:40 AM [View Responses](#)

some teachers left

11/27/2012 12:34 AM [View Responses](#)

A lot of privelages were taken away due to kids breaking the rules last year.

11/27/2012 12:31 AM [View Responses](#)

bitches want the D

11/27/2012 12:30 AM [View Responses](#)

There were a lot of rule changes and different teachers brought in.

11/27/2012 11:52 AM [View Responses](#)

some changes but they didnt bother me

11/27/2012 11:12 AM [View Responses](#)

Adminstration

11/27/2012 11:03 AM [View Responses](#)

Different teachers who don't know what they're doing really

11/27/2012 10:57 AM [View Responses](#)

Not as many classes offered and a loss of staff.

11/27/2012 10:52 AM [View Responses](#)

the rules have changed

11/27/2012 10:52 AM [View Responses](#)

Question 5

They sometimes focus more on standardized test scores

11/27/2012 2:15 PM [View Responses](#)

they sold me crack

11/27/2012 12:30 AM [View Responses](#)

Some are new and I dont think they know what to do

11/27/2012 11:12 AM [View Responses](#)

Question 10

Showing 7 text responses

No responses selected

What do all the people working for the DOE always think they know what Pencader is all about? This school challenges you mentally to become a better student and prepares you for college. If DOE can not see this then they are not fulfilling their job.

11/27/2012 2:23 PM [View Responses](#)

some teachers were really helpful that got fired

11/27/2012 2:20 PM [View Responses](#)

Many students have lost faith in the school, the teachers, and their grades. The greatest way to allow students to develop a higher intelligence is to focus the energy of the teachers as well as the seniors towards each student individually. Start by reassuring everyone that there is not a 100% chance that the school will shut down.

11/27/2012 12:40 AM [View Responses](#)

The School should offer a better education and meals to supports students who want to be SUCCESSFUL IN LIFE !!!

11/27/2012 12:33 AM [View Responses](#)

Bitches love sosa

11/27/2012 12:30 AM [View Responses](#)

not having books for class cause of situation

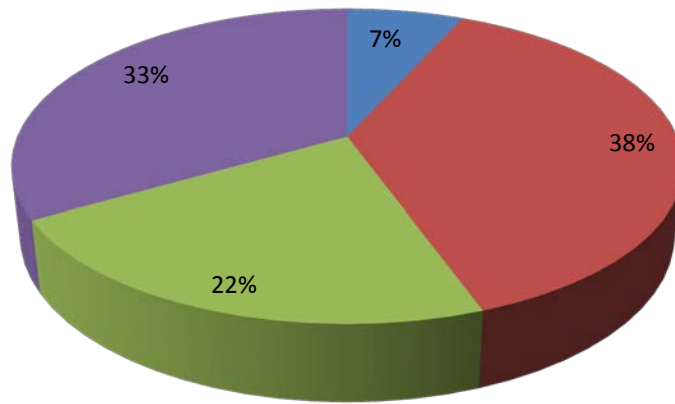
11/27/2012 12:29 AM [View Responses](#)

Since I'm a Senior, hearing all of the bad things occuring at PCHS are interfering with my classes and project

11/27/2012 10:57 AM [View Responses](#)

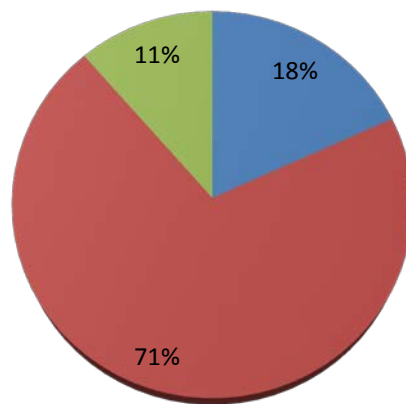
Question 1

1 year 2 years 3 years 4 years



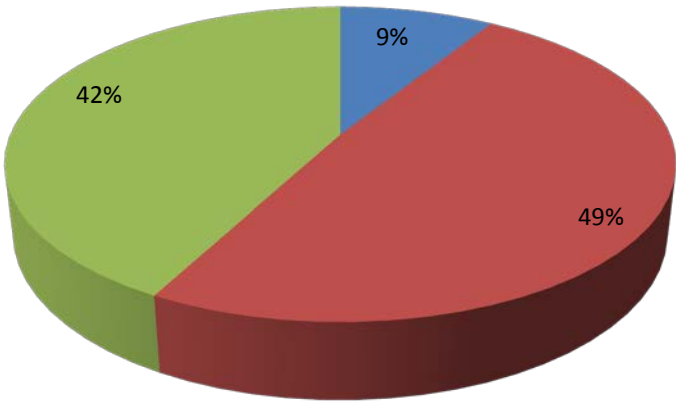
Question 2

Yes Most of the time No



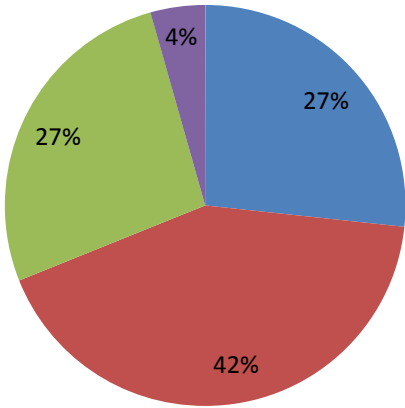
Question 3

■ Yes, all the time ■ Most of the time ■ No



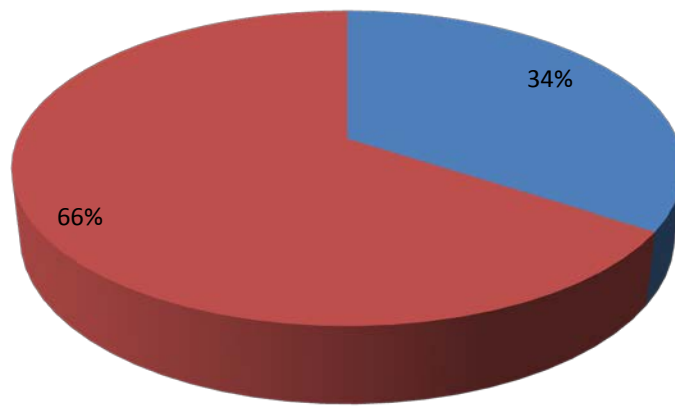
Question 4

■ Yes, all the time ■ Most of my classes ■ Sometimes ■ No



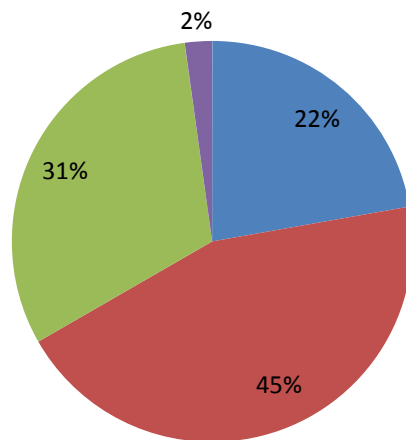
Question 5

■ Yes, just different classes ■ No, a lot of changes



Question 6

■ Yes, every class ■ Yeas, most of the classes ■ Some classes ■ No



Question 7

yes No

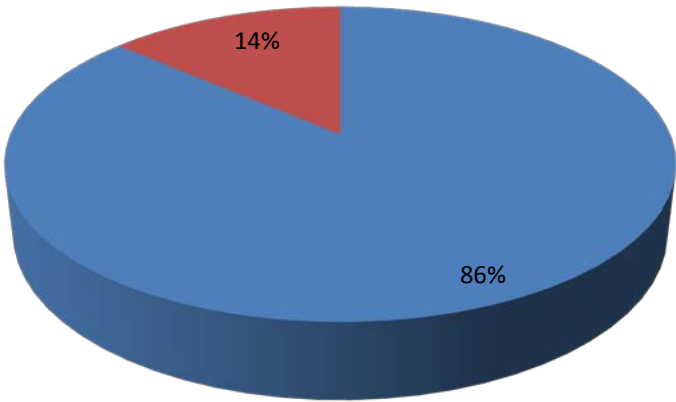
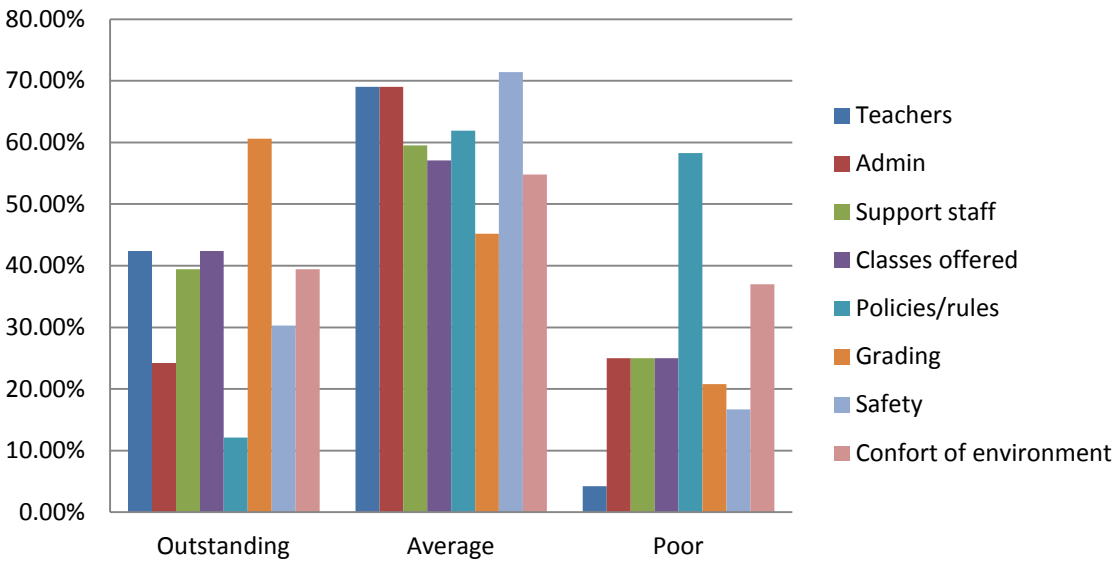
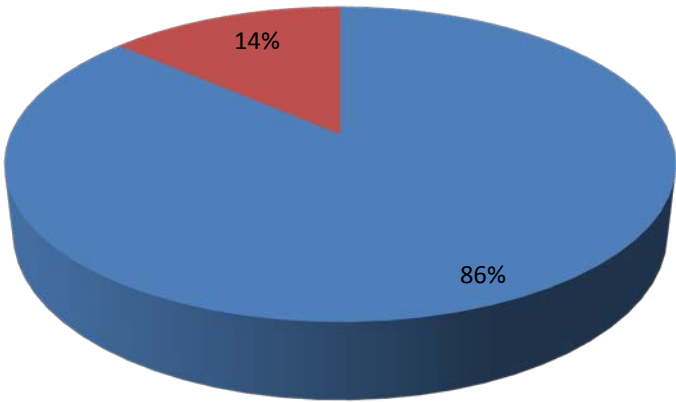


Chart Title



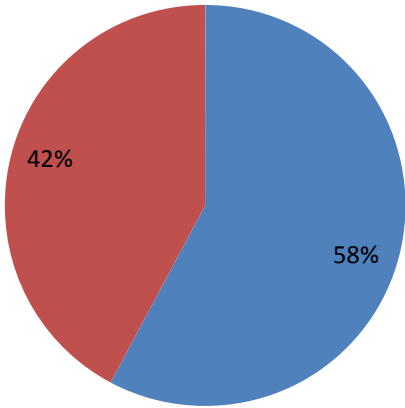
Question 9

■ Yes ■ No



Question 10

■ Yes ■ No



Question 2

I like that the added additions have education experience, but I feel as though we need business professionals.

11/27/2012 7:58 PM [View Responses](#)

Our new Assistant School Leader has been a breath of fresh air. We need more of this same leadership!!

11/27/2012 3:36 PM [View Responses](#)

I have not had any experiences with any of the board members, so I can't say either way. As for the head of school, he has helped and assisted in any questions or concerns I have brought to his attention.

11/27/2012 1:53 PM [View Responses](#)

Concerned that new VP was previously on Moyer's board, as it is an unsuccessful charter school

11/27/2012 1:10 PM [View Responses](#)

I truly have no means by which to measure the new board members or one of the administrators, having never met them.

11/27/2012 12:40 AM [View Responses](#)

I don't feel comfortable answering this question. I am not familiar with the board and the administration is temporary. I have not had enough exposure to the new Assistant Administrator so I cannot rate her.

11/27/2012 12:35 AM [View Responses](#)

Changes to the board have been made in less-than-transparent manners. I answered this way because there is no closer option.

11/27/2012 12:17 AM [View Responses](#)

I haven't met the board members

11/27/2012 11:48 AM [View Responses](#)

I think that this administration and board has the school's true success, student success, and teacher success at the top of their agenda.

11/27/2012 11:44 AM [View Responses](#)

I do not know the new board members and feel it is too early to make a judgment for or against. In the past, the boards have failed to provide the governance needed and much work has to be done in order to turn things around.

11/27/2012 11:37 AM [View Responses](#)

Not sure...haven't had enough exposure to any of them Board or Admin

11/27/2012 11:18 AM [View Responses](#)

Question 4

Emotionally students are hurt and confused. Discipline has been a mess. Teachers are overloaded and having trouble contacting home and managing things like they want to.

11/28/2012 10:06 AM [View Responses](#)

trumendous impact on the studen population

11/27/2012 7:58 PM [View Responses](#)

Many of our students have embraced these adversities and along with the staff challenged themselves to continue to strive for nothing but excellence.

11/27/2012 3:36 PM [View Responses](#)

The students seem not to be affected.

11/27/2012 2:55 PM [View Responses](#)

At first, it was difficult for the students because it was a rude awakening and fear of the school being shut down. I have noticed bad thoughts have formed based off the knowledge that the entire school learned in September. At this point in time, it is more of a positive atmosphere and not much is being brought up about the past. Only the fear that the students have in the school being shut down and them not wanting that to occur.

11/27/2012 1:53 PM [View Responses](#)

The students seem to have rolled with the punches pretty resiliently.

11/27/2012 12:40 AM [View Responses](#)

The administration is unreachable most of the time. We are often left without leadership in the building and it is nearly invisible. There is no consistency with discipline either. The students were placed in classes they did not want or are placed in classes that are not appropriate due to the lack of classes to take or reduction of staff.

11/27/2012 12:35 AM [View Responses](#)

Some of our more advanced and well-behaved students are being discouraged from returning, due to student behavior around them and changes at admin. level.

11/27/2012 12:17 AM [View Responses](#)

Due to extra work load I have seen a negative impact on my students' grades as my lessons suffer.

11/27/2012 11:48 AM [View Responses](#)

Some of the difficulties from students is being portrayed in them acting out due to inconsistency and them being unsure of what is happening and who to see for what problem.

11/27/2012 11:44 AM [View Responses](#)

There are many students who simply do not know how to behave in class, and discipline, as it has always been, is lacking.

11/27/2012 11:37 AM [View Responses](#)

When the security of the past structure appeared gone some of the students acted out lost ownership of Pencader

11/27/2012 11:18 AM [View Responses](#)

Question 7

Discipline, Emotions, changed classes because of lay-offs

11/28/2012 10:06 AM [View Responses](#)

lack of uncertainty

11/27/2012 7:58 PM [View Responses](#)

Our students are very close to our current staff, many of my students come to me on a regular basis and we have conversations about a variety to life issues that are going on in their daily lives.

11/27/2012 3:36 PM [View Responses](#)

The students seem not to be affected.

11/27/2012 2:55 PM [View Responses](#)

Some students were upset when their schedules changed, but they seemed to get over it fairly quickly.

11/27/2012 1:10 PM [View Responses](#)

They are concerned about the school closing, the loss of teachers and the selection of courses to take.

11/27/2012 12:35 AM [View Responses](#)

Many students adapt quickly to the changes. Others will suffer slightly with fewer staff and less accountability.

11/27/2012 12:17 AM [View Responses](#)

Some students are confused and angry about teachers gone and class choices gone at the beginning. I believe most are over it now, and that their anger was only confusion because they do not understand why certain choices and changes had to be made.

11/27/2012 11:44 AM [View Responses](#)

Kids are stressed out because they do not know if they will have a school.

11/27/2012 11:37 AM [View Responses](#)

Question 8

Yes they do. What would you expect when most of the time teachers spend is for something other than teaching students.

12/3/2012 11:20 AM [View Responses](#)

It has been a tough year and some students have become demoralized with the changes and fear that the school will be closed.

11/29/2012 10:55 AM [View Responses](#)

It has to some extent. Teachers are still doing their best but are stretched thin; this doesn't mean they aren't teaching and students are learning. Some students were put at a disadvantage when their teachers were laid off, but that is a small group.

11/28/2012 10:06 AM [View Responses](#)

I would say yes it has but not totally, students still find a way to be successful in the midst of the turmoil that going on!!

11/27/2012 7:58 PM [View Responses](#)

I would question the source and ask them for data or specific cases that could shed light on these concerns.

11/27/2012 3:36 PM [View Responses](#)

I would be interested to know what can be done to improve the students academic achievement.

11/27/2012 2:55 PM [View Responses](#)

I would not be surprised. Between the family, student and school (as a whole) mindset, it can affect the students entire outlook on their education at Pencader. Most students in my classroom are not being affected by it personally or at home. I know 100% I do not allow any negativity about the school affect my teaching behavior or style.

11/27/2012 1:53 PM [View Responses](#)

That is true in some cases, but for the vast majority of students it is not. Some students had their schedules rearranged due to the reduction in force, and while this did impact their lives for a bit, I do not think it negatively impacted their academic achievement as a whole.

11/27/2012 1:10 PM [View Responses](#)

There is no reason that administrative or Board changes should impact student achievement if teachers maintain their level of rigor and expectations.

11/27/2012 12:40 AM [View Responses](#)

Due to the reduction in students many courses were cancelled and the teaching staff is reduced. We also do not have the staff to teach the courses we do have and many students are stuck in classes they do not want. We do not have the funds for the materials we need like new Biology textbooks.

11/27/2012 12:35 AM [View Responses](#)

That is not true for all the students but some have been distracted

11/27/2012 12:30 AM [View Responses](#)

I disagree...while our kids know what has happened, and may not understand why, they have moved on with their studies and have adapted. We have a good student body overall, and they will continue on, no matter what.

11/27/2012 12:24 AM [View Responses](#)

I would unfortunately have to agree. There are multiple behavior problems that are not addressed that distract quality students from the learning process, and allow poor-behaving students to continue to not learn. Negative behavior is reinforced by failure to address. Of course, letting go of staff members always has an impact on student academic achievement, so this is to be expected too.

11/27/2012 12:17 AM [View Responses](#)

I agree

11/27/2012 11:48 AM [View Responses](#)

The overall impact is not negative at all. Some of the changes may have caused a few bumps, but as long as the teachers in the building are teaching, like they should be, overall student success is not negatively impacted.

11/27/2012 11:44 AM [View Responses](#)

Look at the DCAS scores...my tenth graders scored threes and fours!!

11/27/2012 11:37 AM [View Responses](#)

academically, not really. However long-term maybe develop into negatives if jobs aren't aligned away from insanity

11/27/2012 11:18 AM [View Responses](#)

Question 9

I like the Block schedule over the traditional one. Administrators have never had enough time to do observations and give feedback, teachers never have time to plan curriculum like they want (no PD time devoted to this).

11/28/2012 10:06 AM [View Responses](#)

I am learning with each day. I have had amazing feedback from my mentor on a weekly basis. I feel that the class times / schedule is appropriate as well as gives the students enough time to learn the curriculum. The curriculum / prep-time/commitment of students, are pretty average and consistent with most other high schools in the area. Professional Growth, I feel is a personal decision - I will like to work on that within this current school year.

11/27/2012 1:53 PM [View Responses](#)

Since the administration has changed so much I cannot rate it any other than Poor. They do not seem to be working together. I have not used mentoring and am not involved with it.

11/27/2012 12:35 AM [View Responses](#)

we are required to cover too many classes, taking away our prep time.....I get it, but at the same time it is aggravating to have to cover all the time. Our mentoring program has also been kinda put on the back burner, and I really would like to have that program. I love being here, and the kids are great, and believe me I get that we have to do what we need to in order to survive....but let's not lose focus of making our teachers better, and not burning them out

11/27/2012 12:24 AM [View Responses](#)

The mentoring program is not run effectively (though one could argue it is not an effective program anyway). The administration supports both good teachers and poor teachers alike, thus making it average. There is little professional growth. The curriculum is strong compared to the surrounding schools. Prep time is constantly taken away by having to cover classes and duties, but take this with salt as teachers will never have enough prep time. We have both committed and noncommitted students here at the school. Our class schedule and timing is adequate.

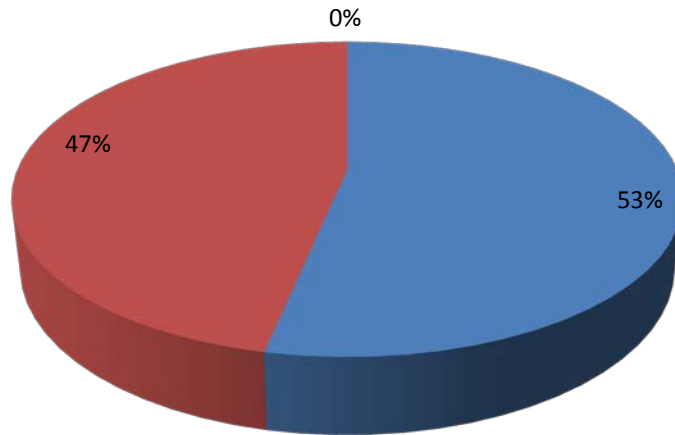
11/27/2012 12:17 AM [View Responses](#)

Each year has had ups and downs being a self-motivator helps me function positively but I get scatterbrained when I have to go in different directions and cannot give 100% to any task.

11/27/2012 11:18 AM [View Responses](#)

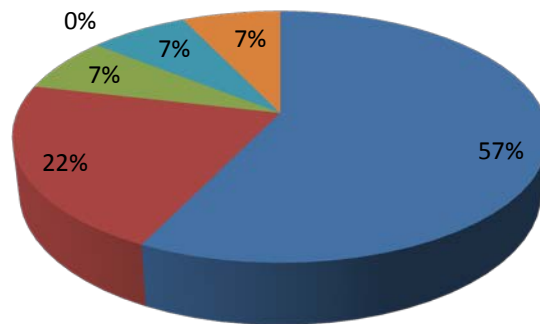
Question 1

■ 1 -3 years ■ 4 - 6 years ■ 7+ years



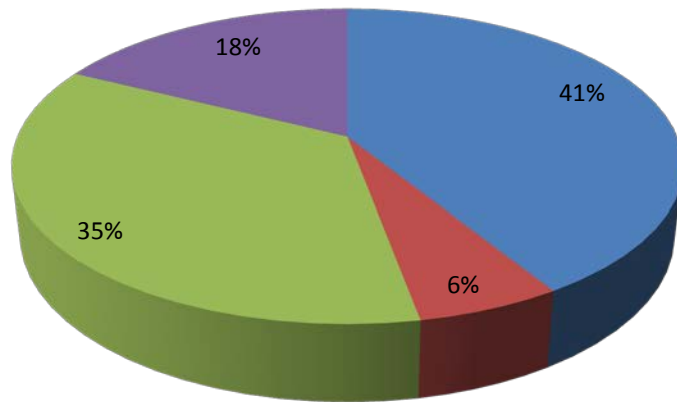
Question 2

■ Like 100% ■ Like new admin but not 1 board member
■ Like new board but not one admin ■ don't like either admin
■ Dont like either board member ■ dont like any



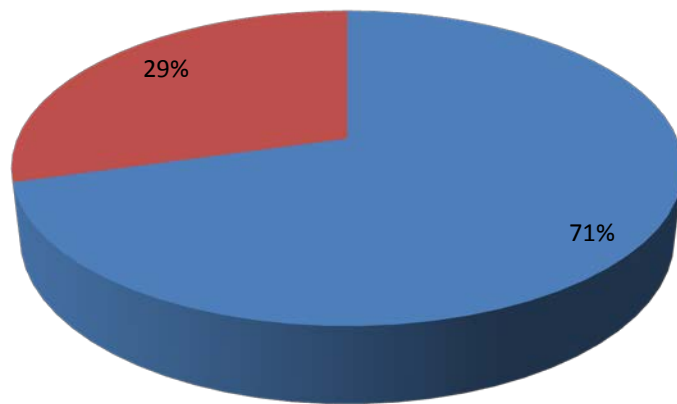
Question 3

■ yes in every class ■ Yes in more than half of the classes ■ somewhat ■ no



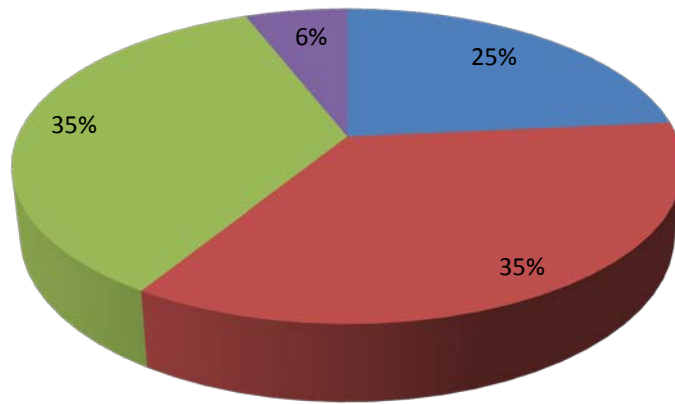
Question 4

■ yes ■ No



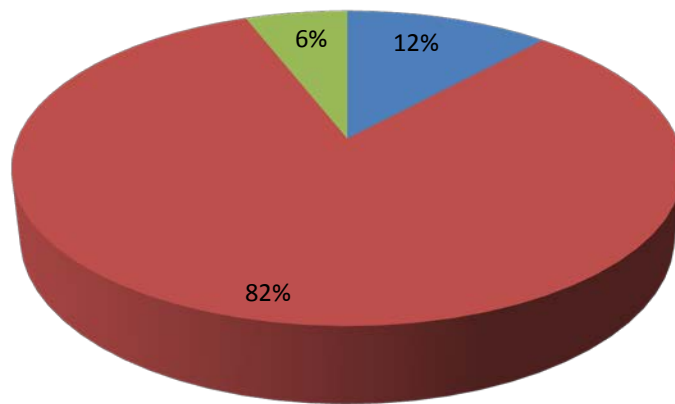
Qyuestion 5

■ Calm all day ■ Calm most of the day ■ Prentend to be calm ■ Stressed all day



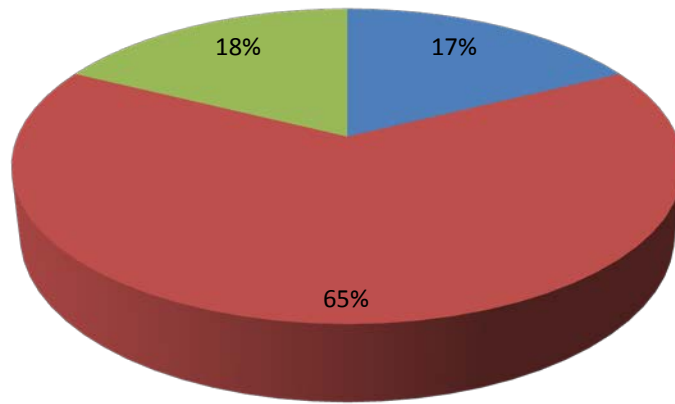
Question 6

■ Outstanding ■ Average ■ Poor



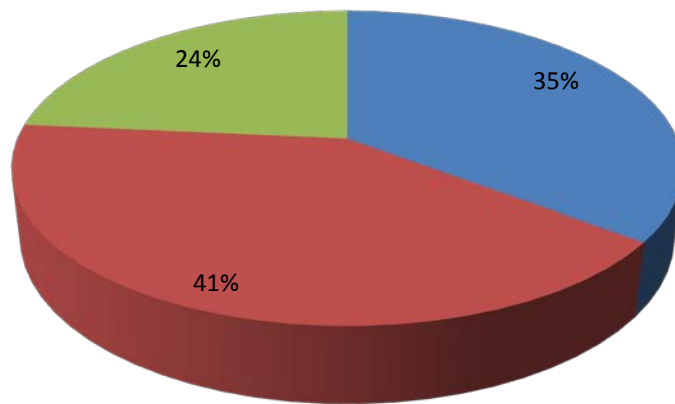
Question 7

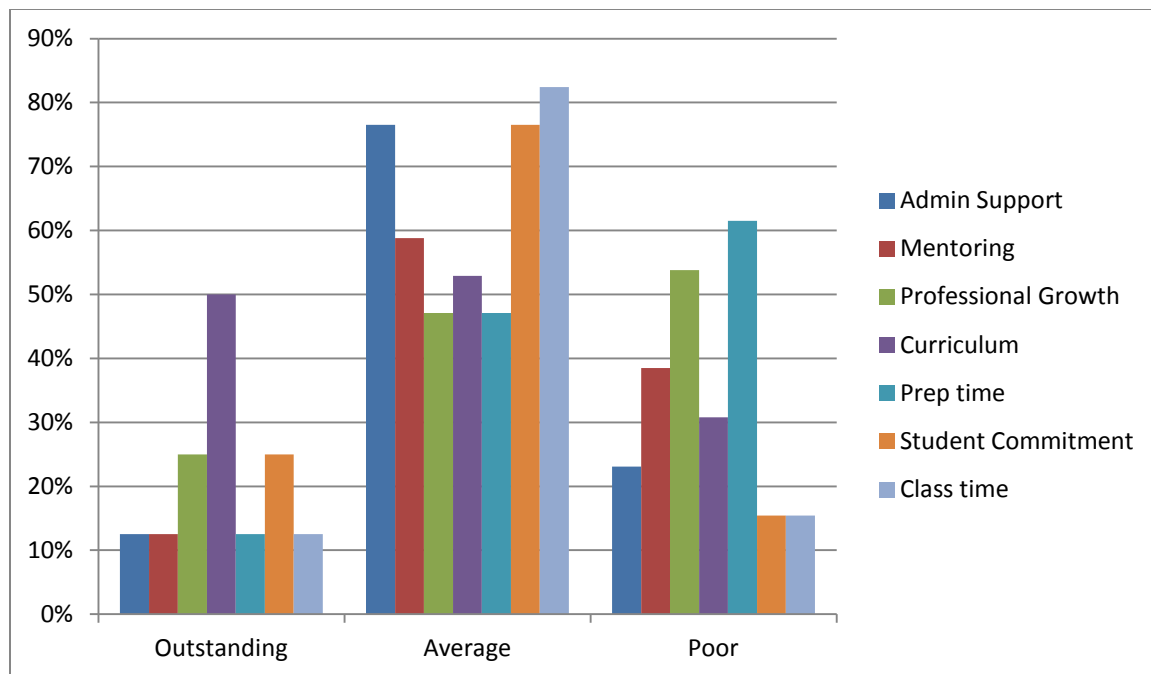
■ yes ■ A few ■ No



Question 8

■ Agreed ■ Disagreed ■ half/half





Reach for the TOP

This program is designed for incoming 9th grade students to assist them in being prepared for the business world at Pencader Business and Finance Charter High School.



This is a 3 week summer program that was developed in accordance with AVID to enhance students abilities, time management and expectations. This summer institute will facilitate students in building skills, such as:

Self-respect	Accountability
Responsibility	Writing
Goal setting	Time Management
Note taking	Thinking
Collaboration	teamwork
Outlining	Presentation
Research	Communicate

Look for the posting on Pencader web site for specific dates and information In April.

Pencadercharter.net

MBA Research Curriculum

Our mission is to help ensure that what's taught in schools aligns with what's needed for employment and promotion in business. *MBA Research* is generally recognized as the premier institution for curriculum research and leadership that supports business administration curricula in high schools and many colleges. Pencader is the ONLY school in Delaware that is a member of MBA.



(mbaresearch.org)

What is AVID?

AVID, Advancement Via Individual Determination, is a college readiness system designed to increase school wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. (www.avid.com)

What to Expect from Pencader



Pencader Business and Finance Charter School is not your ordinary school. Here you will choose a Career Pathway and work to achieving your goals. The counselors will meet with you each year to ensure you stay on track.

Your education should start with the 9th grade Reach for the Top summer institute to gain the valuable skills that will help you succeed. The classes you take will be a mixture of Business and Finance as well as traditional academic and specialty classes.

Pencader has a large assortment of clubs and organizations that will beckon you to join. We have some outstanding sports teams and encourage every student to participate in something.

During your senior year, one of your classes will be the Capstone Project. This is a senior project that requires you to prove the knowledge you have gained in your Career Pathway.

“Our school curriculum is a unique combination of academia.... as well as business and finance...” “Upon graduation, students will be equipped with the skills needed for employment in the business and finance industry and/or to pursue studies at a post secondary level.”

Pencader has been providing its students with high quality education that is expected at a successful business and finance school. Pencader is the only school in Delaware that is a member, and uses, the MBA Research Curriculum. We have integrated advanced uses and applications of Microsoft Word, Excel, and PowerPoint as well as an introduction to Microsoft Access that prepares students to become Microsoft User Certified. English classes are using Cornell Note taking and AVID Practices. Almost half of our Junior and Seniors are enrolled in Advanced Placement Classes as well as SAT Preparation classes. The Health Education Department uses The Collins Writing Program: Improving student performance through writing. Business Etiquette uses peer accountability leadership on how to advocate for better classroom behavior from the student perspectives. Our goal, as stated in our mission statement, is “... to equip students with an awareness of the rapidly changing and increasingly interconnected world economy.” We have won the BPA Cup three out of five years with Pencader winning it again this year, 2012.



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Business and Finance

Welcome to Pencader Charter High School where our traditions of excellence in the education of young men and women of conscience, competence, and compassion are stronger than ever. We continue to emphasize the themes of excellence: Humility and Integrity as our students are called to make them a part of their daily life.

